

1-1-1972

The Redwood, 1971-1972

Santa Clara University

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FALL QUARTER '71--THE UNIVERSITY OF SANTA CLARA



remember?

maybe you do; maybe you don't.
this book is a look at the year,
designed to help you remember 1971-72.

registration (again)
 ... suter proposed pass-
 fail grading: 'students
 don't need paternalistic
 regulations' ... new,
 incognito, campus cops
 caused contract
 confusion and chicanery
 charges by chicanos ...
 de saisset presented 'a
 canticle for the eighth
 day' ... yearbooks
 delayed ... movies lost
 ... and the 'best fall
 (extracurricular)
 program' that father
 terry had 'ever seen at
 santa clara' began ...

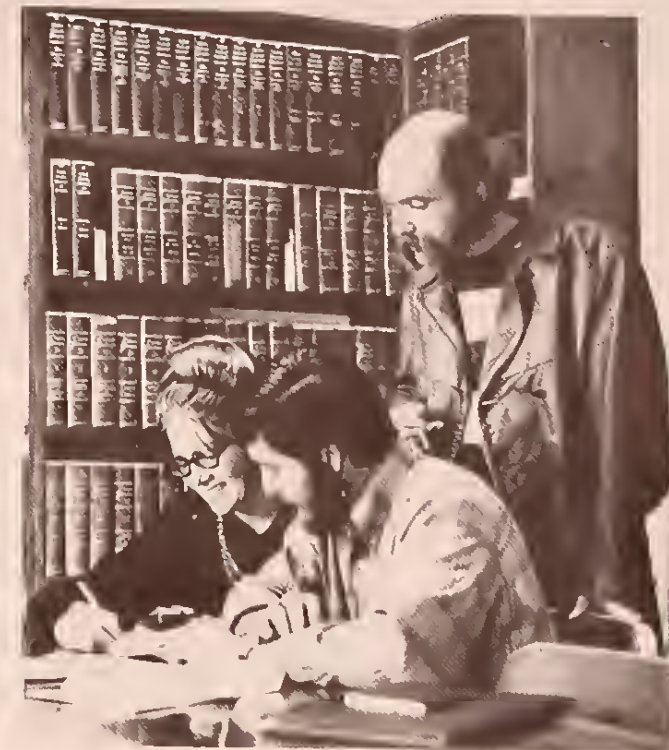


'it was an
 unpredictable thing —
 more people responded
 positively to our offer to
 attend the university
 than ever before.' So
 954 freshmen (100
 more than anticipated)
 joined the santa clara
 community, getting
 their first taste of scu on
 september 19. the
 crowded first three days
 included meetings with
 deans and counselors,
 picnics, a midnight
 dance, a beach trip,
 movies, and impromptu
 parties (no alcohol, of
 course). 'desolate,'
 'exciting,' 'friendly,'
 'boring,' — whatever —
 it was orientation '71.



'It's a radically
 different school...

the criterion for growth
 will not be in gpa's or
 deans' lists but in how
 you measure up against
 your former self.' santa
 clara? no, new college in
 sausalito, where father
 john leary had gone
 'outside the system to do
 what needs to be done.'
 frustrated in his
 attempts to start such a
 program at santa clara,
 leary founded new
 college 'because we
 think it is a strong thing
 to do.'



law school opened
 legal clinic under
 assistant professor
 lynne finney to advise
 scu community ...
 football started, broncos
 beat sacramento state
 ... the santa clara
 started bi-monthly
 magazine 'lines and
 spaces' ... sccap offered
 membership in national
 center for voluntary
 action ... union
 protested maid lay-off
 ... fine arts department
 got ok to offer major
 degree ... on-campus tv
 newscasts began ...

impressive changes in
 benson cafeteria ...
 \$50,000 of new blue
 carpet, dividers, bright
 blue, yellow, and red
 paint, round tables, huge
 wall posters of jet
 planes, flags, and warhol
 weirdos, and an ice
 cream parlor ...
 brought opposing views.
 designed by creative
 arts department
 chairman phil welch and

'You can relax and enjoy your meal.'
'It's a hassle.'

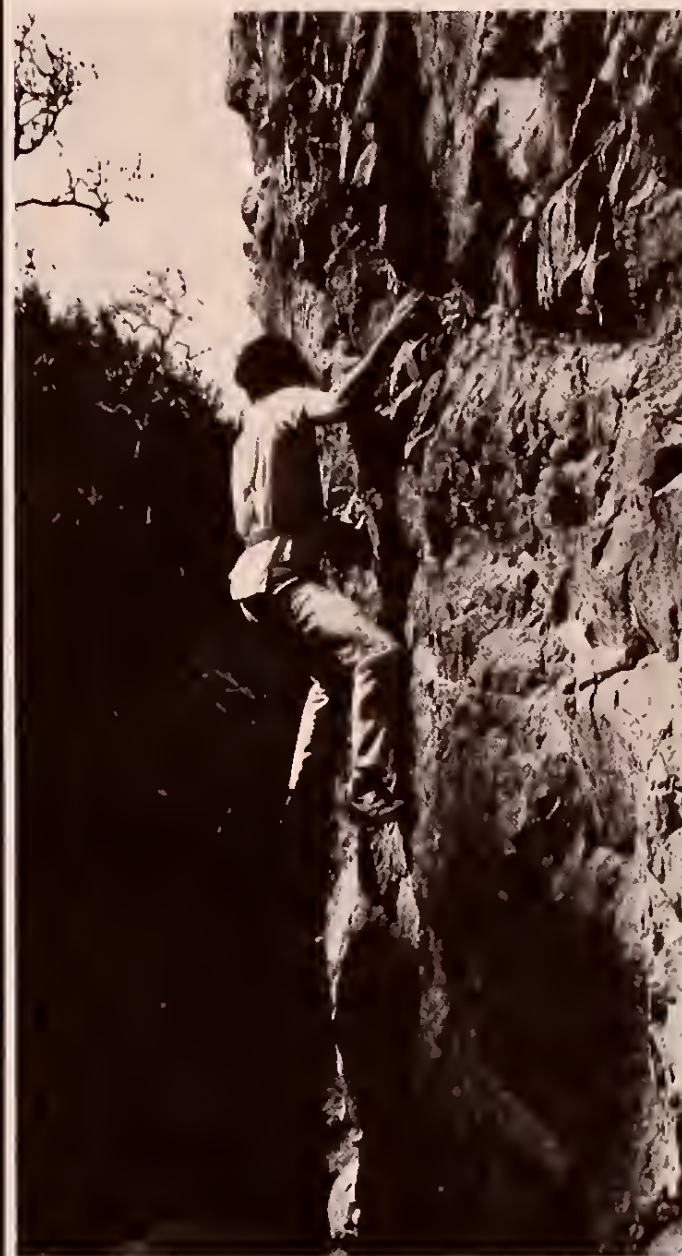
BENSON



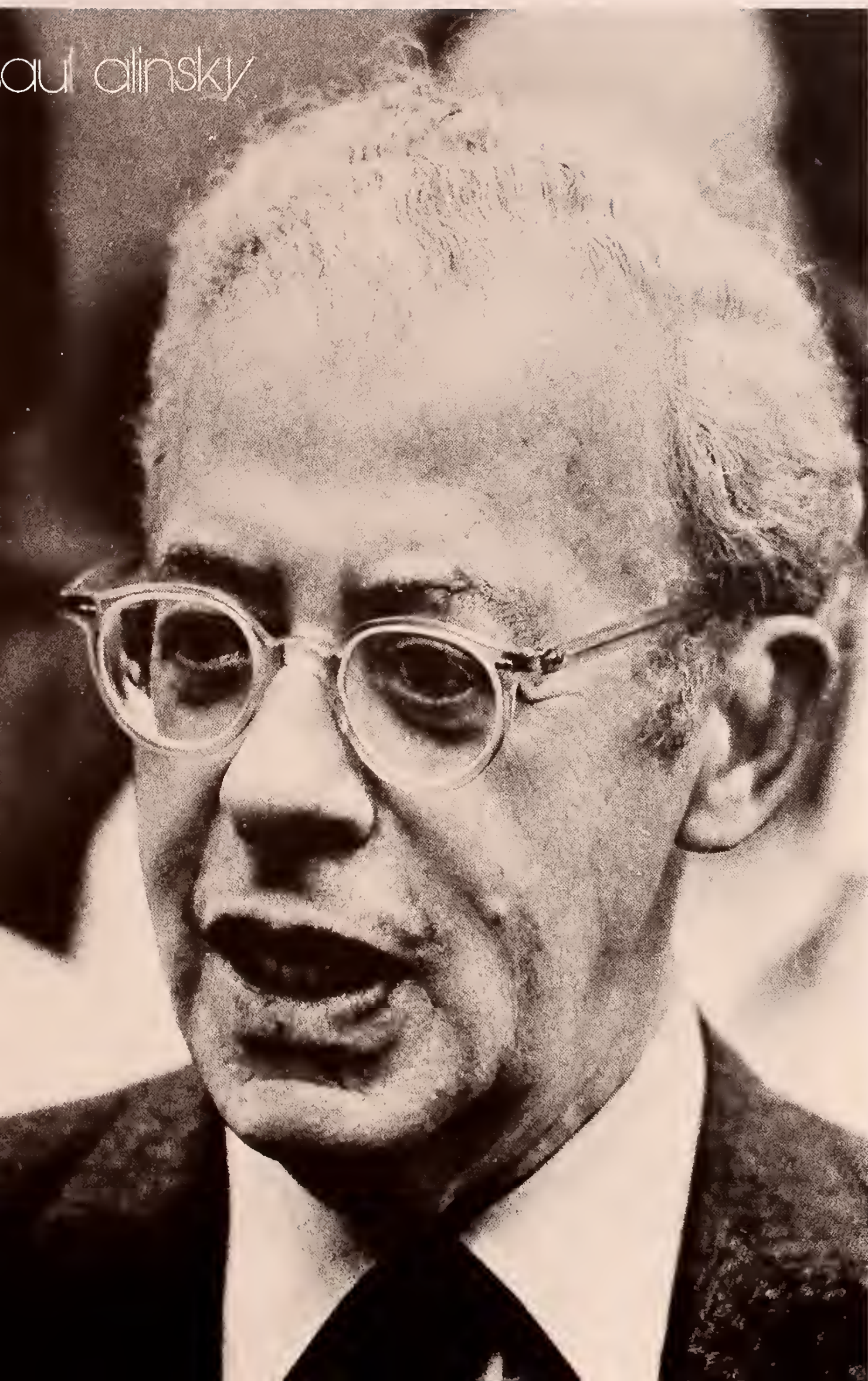
made a reality by much student work, the benson barn was transformed . . . and no one called it boring . . .

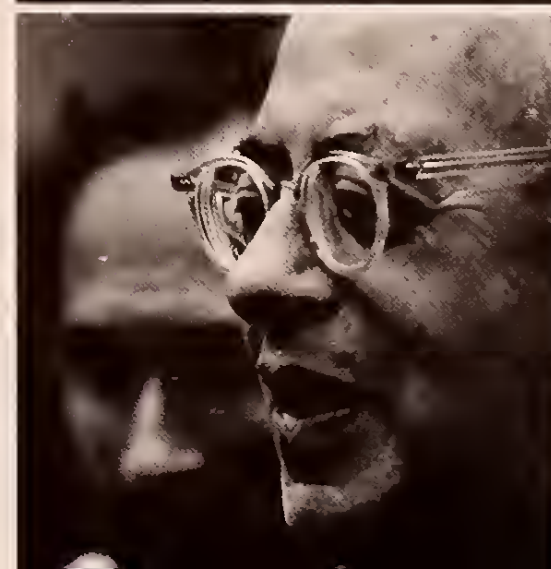
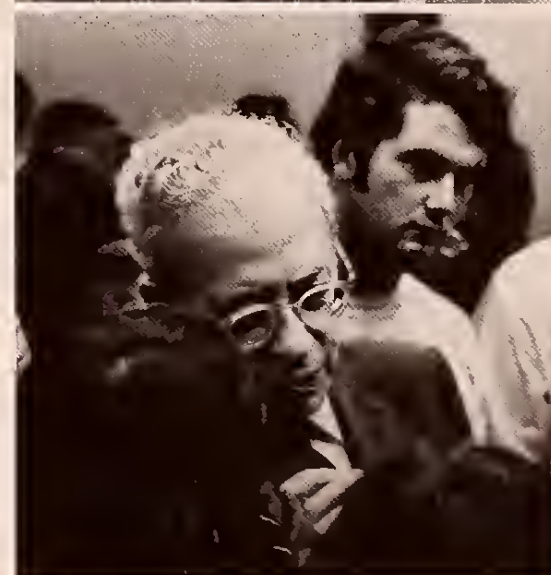
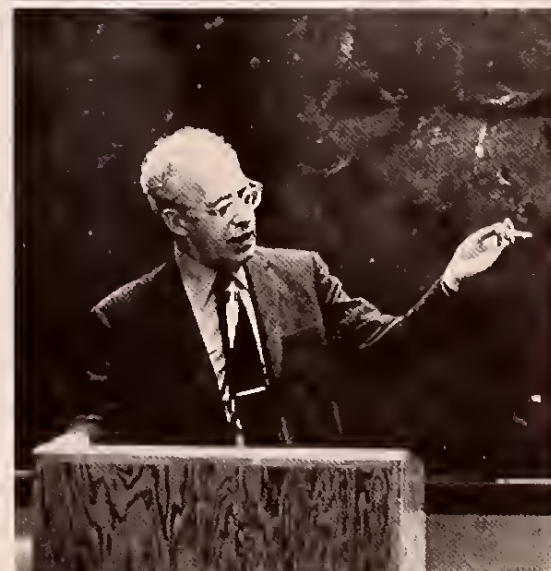
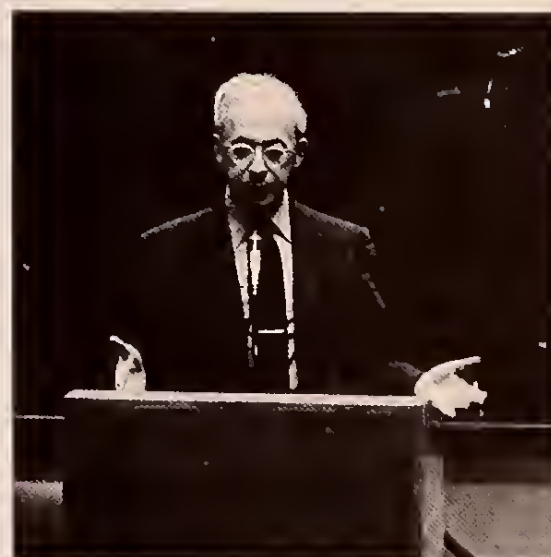
free university inaugurated fall program of classes on tactile arts, ballroom dancing, basic rock climbing, homosexuality, yoga, and women in society . . . psych students got credit for head start work . . . john lennon had a birthday party in de saisset, but forgot to call . . . orradre got new heating and cooling system . . . young demos and republicans offered training for potential deputy registrars . . . donohoe infirmary got new physician . . . healy elected head of faculty senate . . .

pete mccloskey campaigned on campus . . . idea faire in mission gardens drew students to discuss a wide variety of topics . . . of special interest: father olivo's policies as the new dean of students . . . asusc fall elections were held, senators chosen, community council seats filled, student fee increased, new constitution failed . . . educational programs committee approved pass-fail grades . . . 'total freedom' gave a concert . . . pest-preventative poisoned pigeons . . . de saisset celebrated picasso's 90th birthday with 'ceramics and posters' exhibit . . .



Paul Alinsky





ALINSKY

Saul Alinsky, the man who organizes entire communities for his life-work, came to Santa Clara with a sense of mission. He believes that 'when you organize people for power, you organize them for democracy.' The only prerequisite for 'all power to the people' is the organization of people with common demands.

He won the attention of his audience by entertainment and by challenge. A good organizer, Alinsky insisted, must have a great sense of humor; by this test, Alinsky is clearly a good organizer.

Whether he was telling a story about a poor organizer who years and years ago won only 12 followers, or giving a profoundly humorous comment - - 'There is no such thing as a successful traitor because, if you succeed, you automatically become a Founding Father' - - Alinsky kept his listeners' attention.

Challenge presented itself in abundance in his speech. From the start, Alinsky said that he was speaking only to those who were unsatisfied with the present; all others were past his help. To create change, Alinsky taught, power is essential. Power comes from only two sources, money and people. If you have the latter, the only means of using the power is through organization.

Those in power have to be brought to the realization that they need the people. An uncooperative banker served as Alinsky's example: get 1,000 people together and march into his bank and demand charge accounts; his business is swamped and he has to close for the day. After a few days of this, he invariably asks for terms. 'The only time you can really trust somebody,' Alinsky concludes, 'is when you know that they need you desperately.'



The Homecoming Queen Contest almost died quietly. The 1971 Homecoming chairmen, Bruce Labadie and Tom Anderson, decided early in their planning not to conduct the contest since it neither fit into the Renaissance theme chosen for this year's Homecoming nor satisfied the wishes of a clear majority of students.

But several people, among them last year's Homecoming chairmen, Bruce Decker and Bill McLaughlin, did think the Queen Contest belonged. They were willing to make an issue of it and their cause instantly stirred up opposition.

To more than a few, the election last year of a male law student as Homecoming Queen had indicated that the contest had perhaps sunk into low repute with the students. Others found the contest degrading to all participants -- candidates and voters alike. Still others believed that the Queen Contest simply didn't fit into the University anymore.

The battle-lines were drawn: Labadie and Anderson insisted that a contest would upset the planned Renaissance Faire concept; Decker and McLaughlin said that the Queen Contest deserved to be in Homecoming for the sake of student interest. Lynne Yates entered the picture with her plea to rid the campus of one more expression of the 'woman is meat' philosophy in action. The Santa Clara contributed its fair share of the verbiage, referring to the controversy as the work of disgruntled campus politicians and urging that Anderson and Labadie be upheld by the Homecoming Committee.

When the mist of hot air had cleared, the contest was dead--the victim, it seems, not only of a different style of Homecoming but of a different student attitude.

HOME COMING

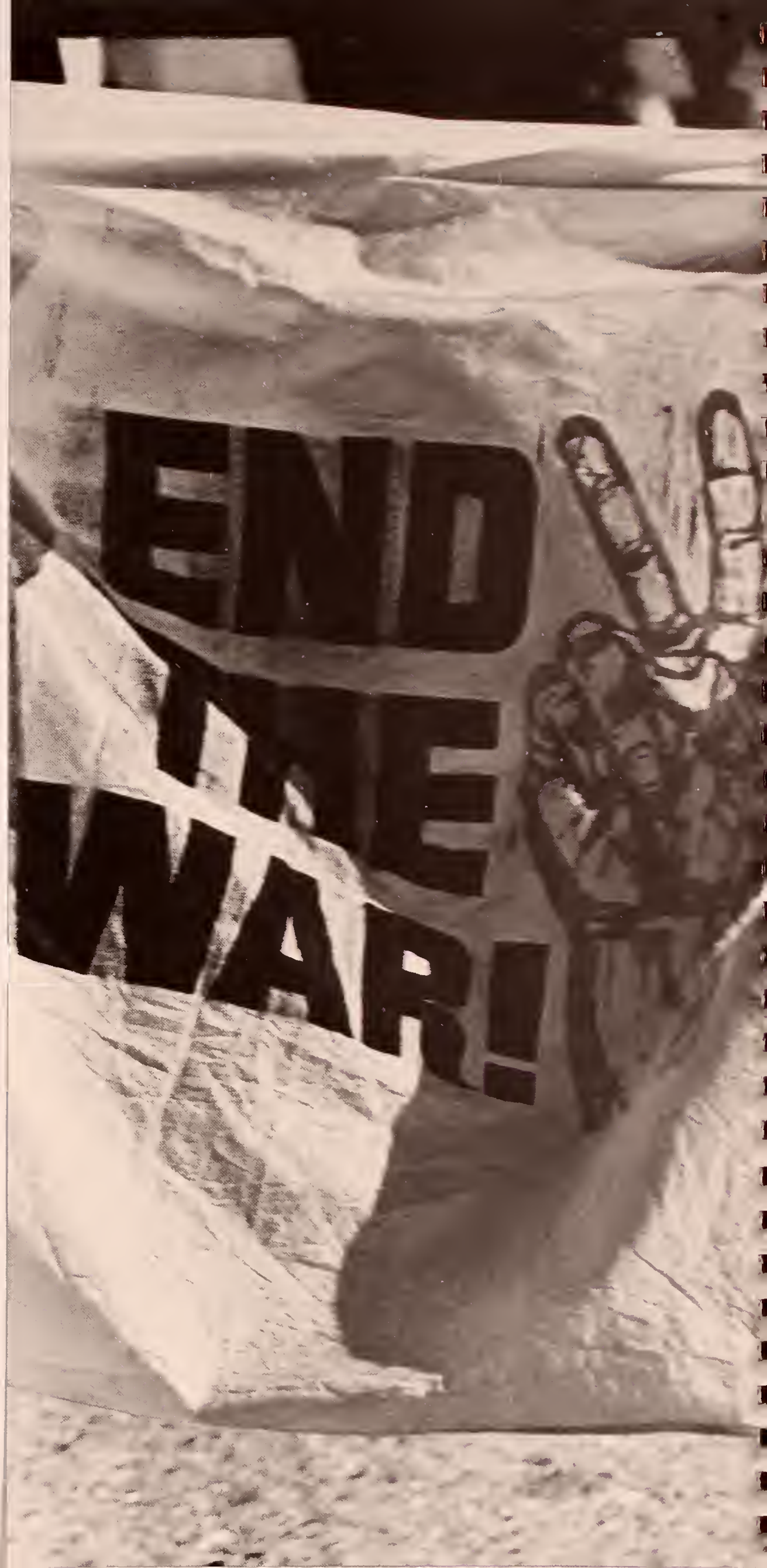


HEAD START

Taking advantage of the ever-increasing availability of practicums, more than 20 students participated in a psychology department practicum which involved work in the numerous Head Start Centers in the San Jose area. The students worked for four hours each Wednesday morning in the centers, helping the Head Start teachers supervise young children in activities that ranged from finger painting to visits to pumpkin patches. To receive course credit for the practicum, students had to spend the entire year in the program and develop an evaluation of the program. The students chose the center where they worked on the basis of the approach (such as the Sesame Street approach) which the center uses. In an attempt to evaluate the effectiveness of the practicum program itself, meetings were held in spring quarter in which students who left the program explained their reasons for leaving to those who remained.

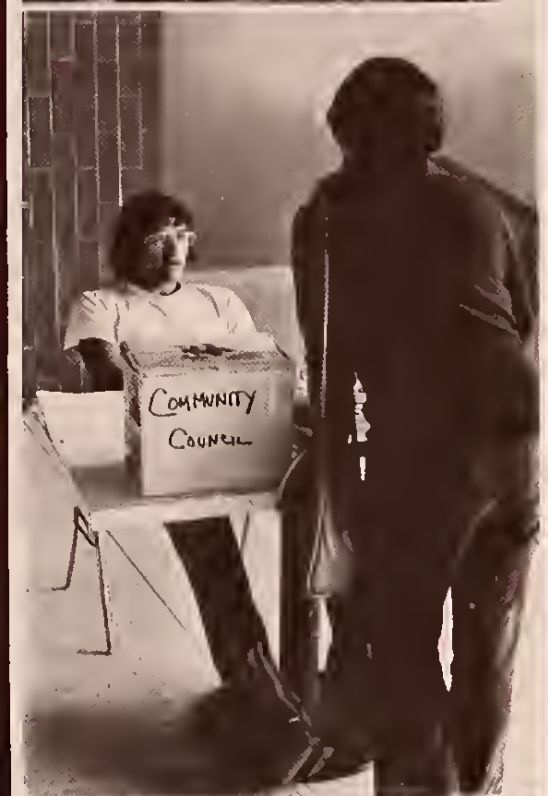
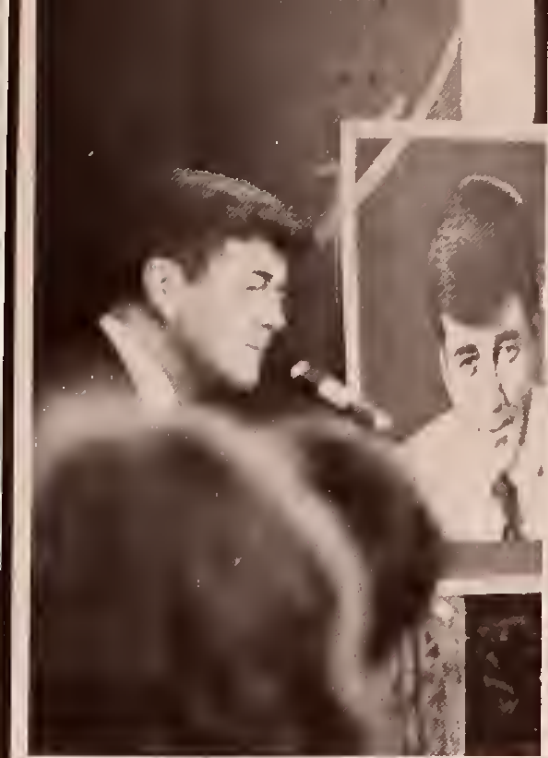


david harris



the asusc senate had its initial meeting of the fall quarter in october — and gave a great show. haggling over recognition of clubs and dispensing of funds, the quarter almost ended before a budget was passed. Clubs and classes were unrecognized, re-recognized, un-recognized and left hanging somewhere between eternal damnation and the everlasting bliss of the asusc checkbook ... nominations by president suter to the various committees were seized upon, senators emulating their federal counterparts, caused controversy and left posts unfilled for most of the year. by the quarter's end, the asusc executive board made its internal quarrel public with bitter accusations in the santa clara, causing anger, laughter, or was it just boredom?

'the whole experience was delightful. the opportunity for stimulating interchange was most welcome.' so the assistant alumni director peggy cashatt characterized the 'food for thought program' ... students to alumnae homes for dinner, and occasionally, alumnae to the dorms for dinner. students learn about careers and alumnae about the school they used to know.



Soccer

The 1971 Santa Clara soccer team finished a rough season with a disappointing 5-7 record. Playing in one of the toughest leagues in the nation (so tough it usually sends two teams to the national play offs instead of one,) the Bronco booters still managed to outscore their opponents overall, 29-24. Victories

over such teams as St. Mary's and Chlone, and playing their best games of the season against its toughest opponents, the team was ultimately disappointed when it failed to upset San Jose State and the University of San Francisco in two close games against those national powers.



Santa Clara

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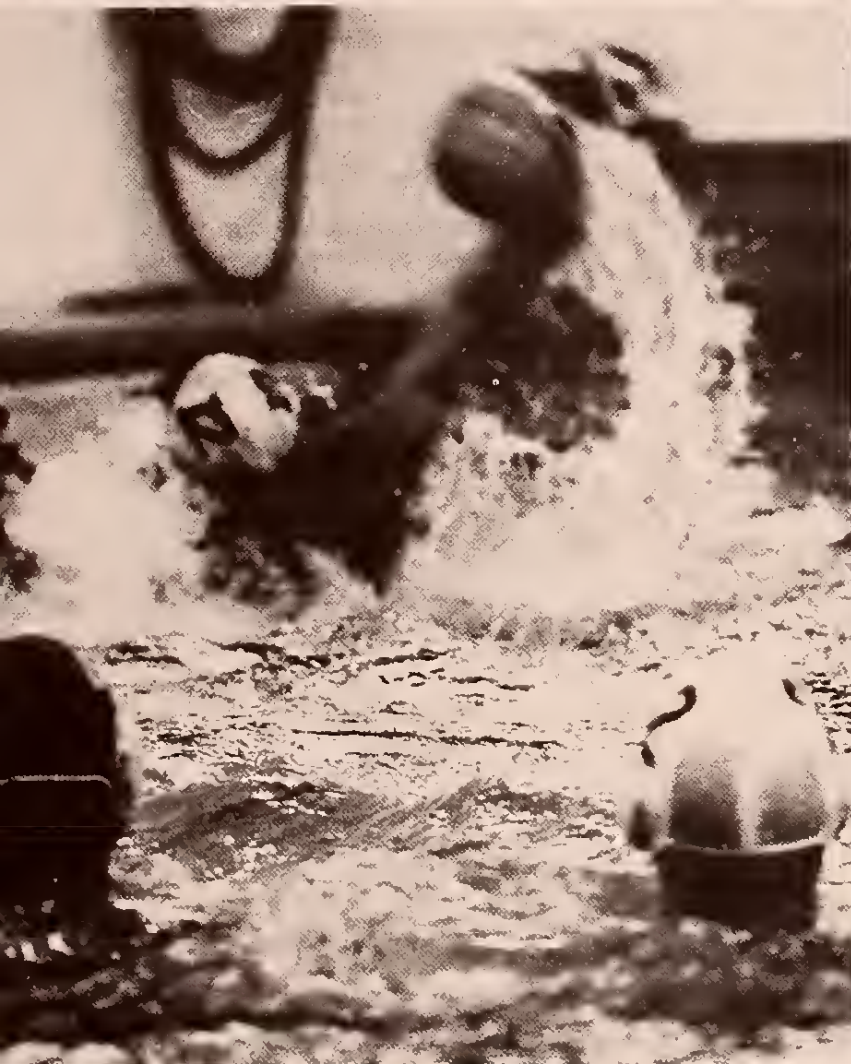
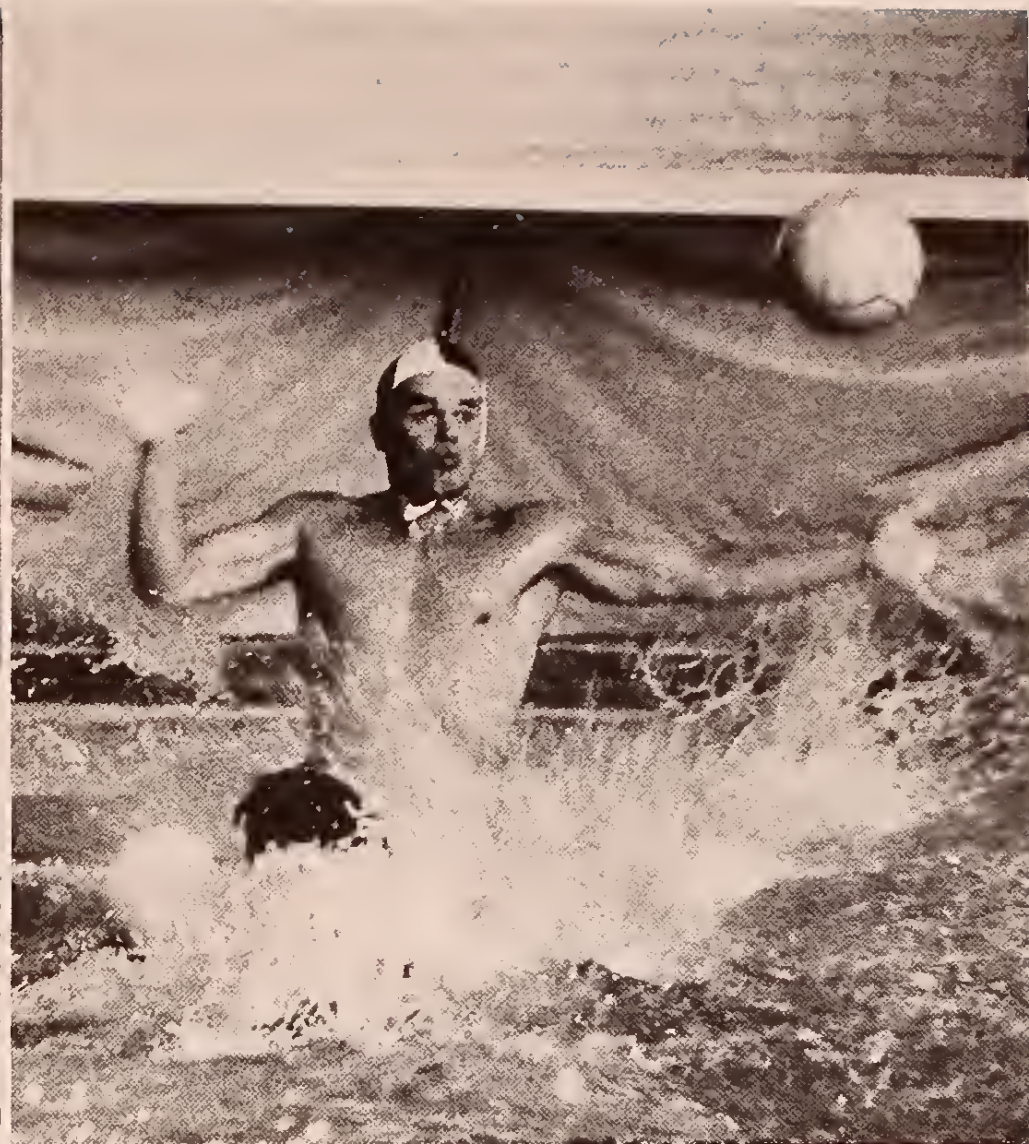
4 St. Patrick's College
2 San Jose State
0 St. Mary's College
3 University of the Pacific
2 University of San Francisco

Santa Clara

1
2
9
4
1
4

3 UC Berkeley
3 Stanford
0 College of Notre Dame
3 UC Santa Cruz
2 Menlo Tournament (vs SF State)
1 Menlo Tournament (Menlo College)

WATERPOLO



Santa Clara	5	3	Monterey	Santa Clara	8	12	Cal State at LA
	4	8	San Jose City College		10	2	West Valley
	4	11	Cal State at Hayward		13	15	Sacramento State
	4	12	Diablo Valley College		7	17	Cal Berkeley
	3	15	Cal State at Hayward		12	6	Cabrillo
	11	5	College of Marin		6	11	Cal Poly at San Luis Obispo
	12	7	San Francisco State		8	3	Cabrillo
	5	10	Stanford JV				

the easy riders win! (again)

Despite the challenge of a record twenty teams, the powerful Easy Riders captured their third straight powderpuff football championship by defeating Purple Haze in the playoff finale. For the Riders, it was not only their third straight championship but also their third undefeated season in a row.

The top two teams reached the finals by defeating two younger teams - the Screaming Yellow Zonkers and the Panthers. Playing by far the toughest schedule, the Zonkers provided some of the most

exciting moments of the season, including a 12-0 victory over the Foxy Ladies in a game billed as the game of the century.

The confidence, experience, and organization of the veteran Riders, however, were too much for the other clubs in the playoff battles. Standouts for the champions included the sister team of Anne and Barb Meihaus, Debby Iaconis, and Peggy Lautze. Named to the All-Star Team from the runner up Haze Team were Chris Schmuck and Mary Ann Crowley.

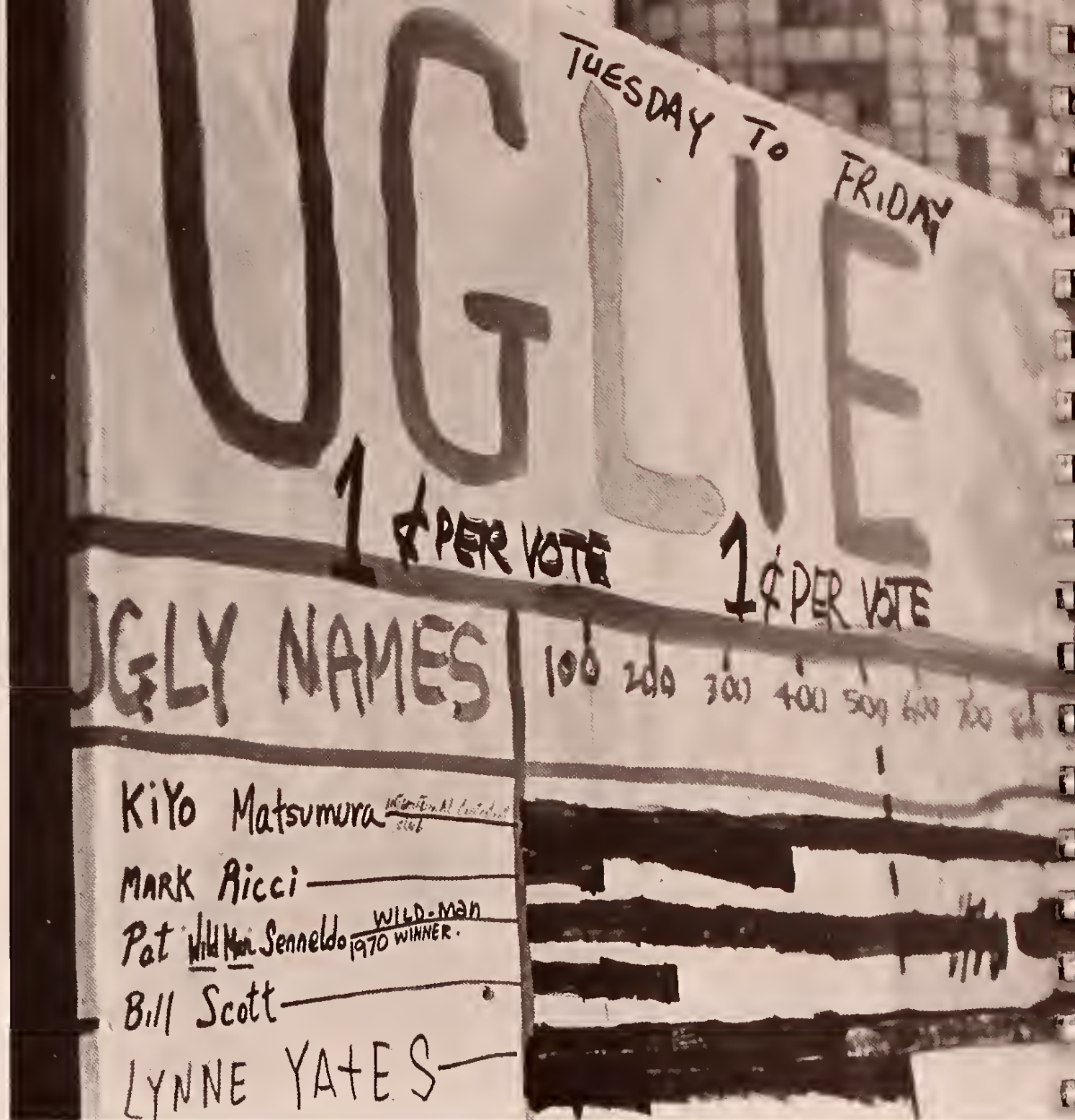


POUND ERPUFF





Burt Carhart named new Vice President for University development . . . National Organization for Women (NOW) presented liberation program . . . Red Hat Band put on a new face . . . Campisi lofts threatened by fire rules, then saved by lawyers and the press . . . Tony Rodriguez, assistant director of Buildings and Grounds, resigns over campus cop controversy: *'I cannot disregard the fact that I am working for an organization that is completely without compassion, fairness, direction or morality'* . . . Nixon asked Schuyler, Santa Clara's artist-in-residence, to paint huge canvas of presidential trip to China . . . yearbooks still delayed . . .



30

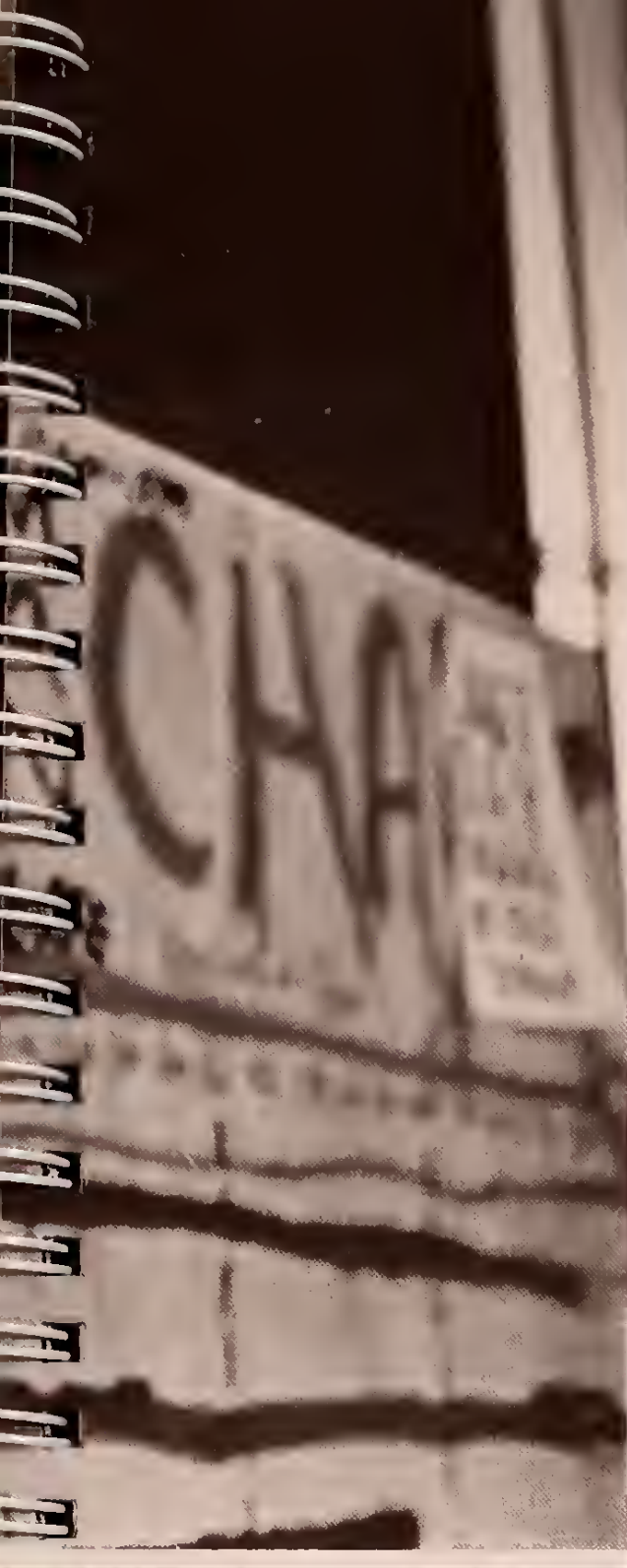
Saturday was the day of traditional activities for the flood of alumni which hit the campus. Although there was no parade, there was an open house, a football game (a 56-10 laughter over San Francisco State), and a homecoming ball: The Festival of Light.

did anyone get

I'm Ok,
you're Ok...

Dr. Thomas Harris, psychiatrist and pioneer in the field of transactional analysis, presented a talk on the subject of human behavior. It was part of a three-part series called 'I'm OK ---You're OK' sponsored by the Chaplain's office, the counselling center, and the ASUSC. Dr. Harris described transactional analysis as a simplified tool to take apart such complex questions as 'Can my life be reprogrammed or must my life go on as before?' Harris cited individual change as a necessary prerequisite for any solution to social problems.





Homecoming '71 activities began on Tuesday, October 26, with the opening of the Uglyman Contest. Included in that first day of activities were a showing of experimental films and a midnight feast of sandwiches and punch in Benson.

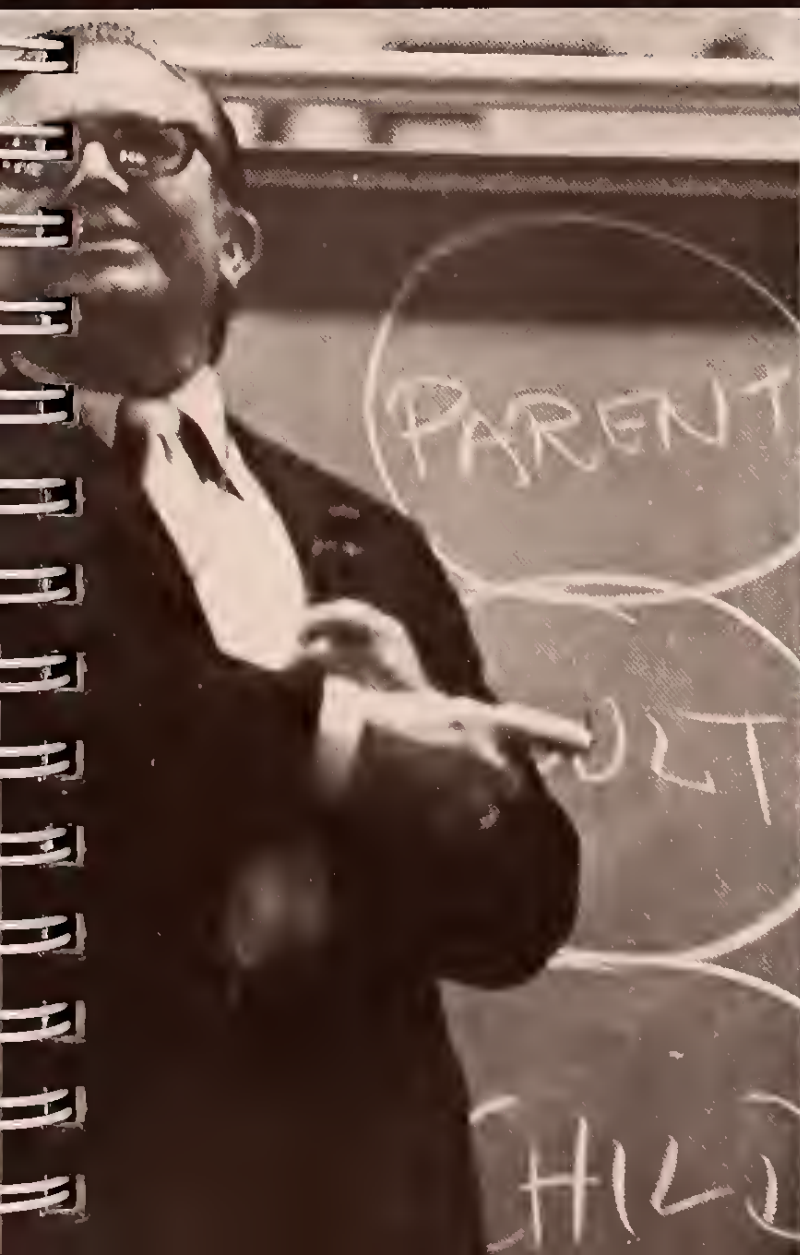
Same Day 27



Fun, food, and fireworks highlighted Thursday's activities. During the day, the International Club held a shish kabob barbeque. The nocturnal revelry began with a rally to build spirit for Saturday's football, continued with a fireworks show in Buck Shaw Stadium, and concluded with a songfest in Benson sponsored by the ASUSC and Food Services.

28

pictures?



NO

QUEEN?



29

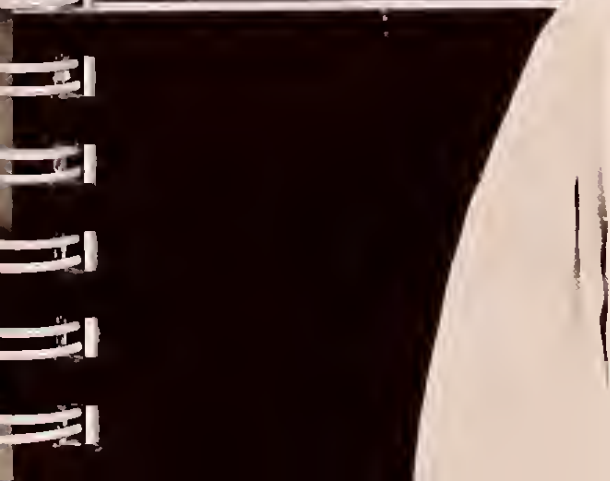
Sop
With
Cam
el



NOVEMBER ONE

DAYE OF YE OLDE FALL FAIRE





Opening with the wail of a saxophone and closing to shouts of UHURU!, the 1971 Black Arts Festival revealed a new world of artistic expression to Santa Clara students. Sponsored by Project Human Relations, the month-long festival brought blues music, paintings, sculpture, poetry, plays, gospel singing, dancing, and new ideas to the campus. The most important of those ideas, according to Cy Edwards, Director of Ethnic Studies, were 'a realization that the arts of black people have been around for millions of years . . . and the gaining of a direct understanding and insight into the experience of Blacks.'



jazz



DO IT

GOSPEL





Praise the
Lord



BLACK ARTS MONTH

NOVEMBER 2-30



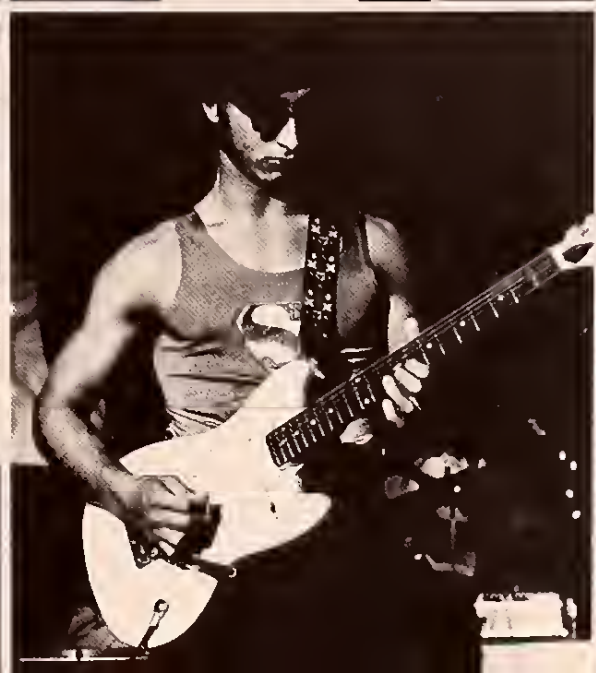
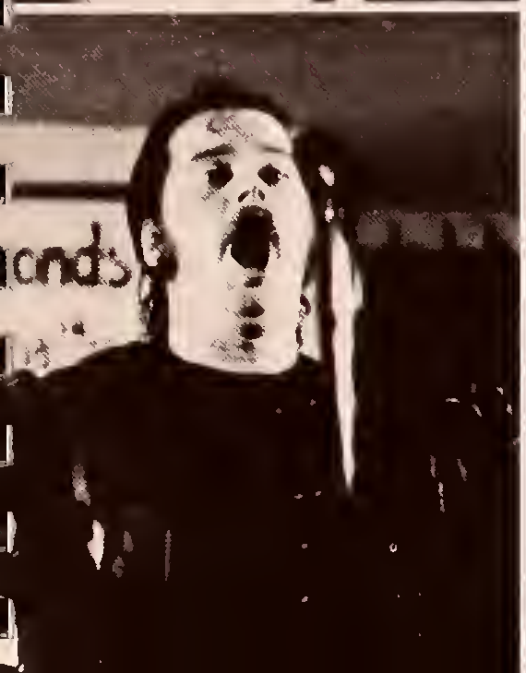
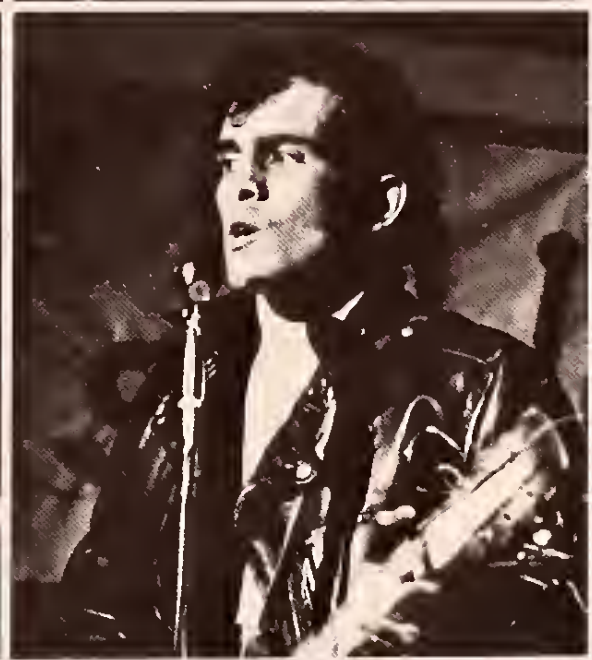
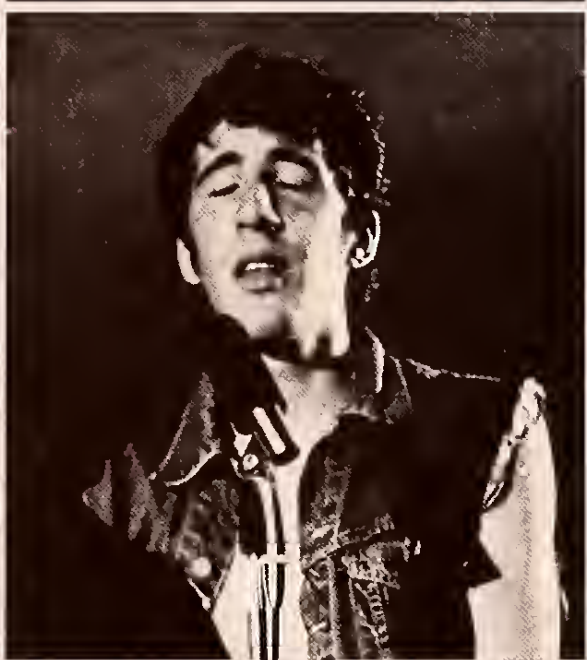
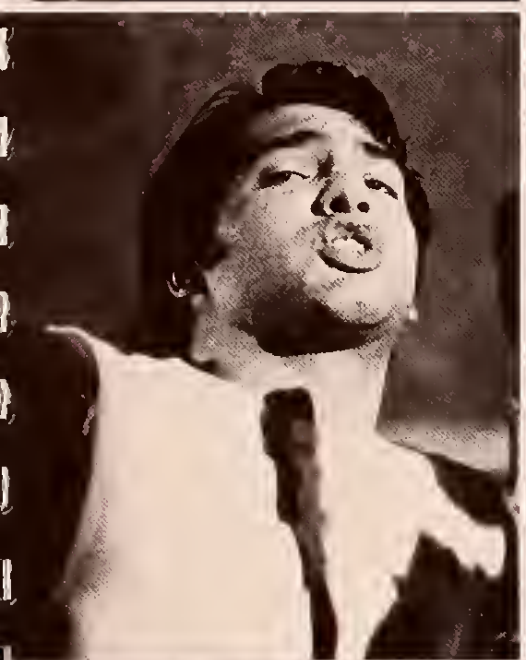
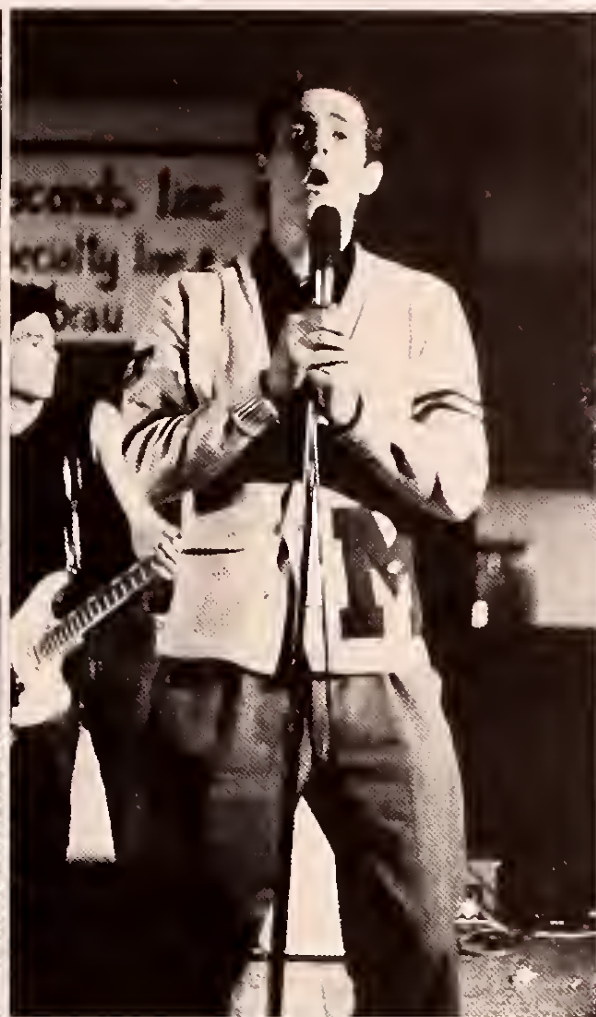
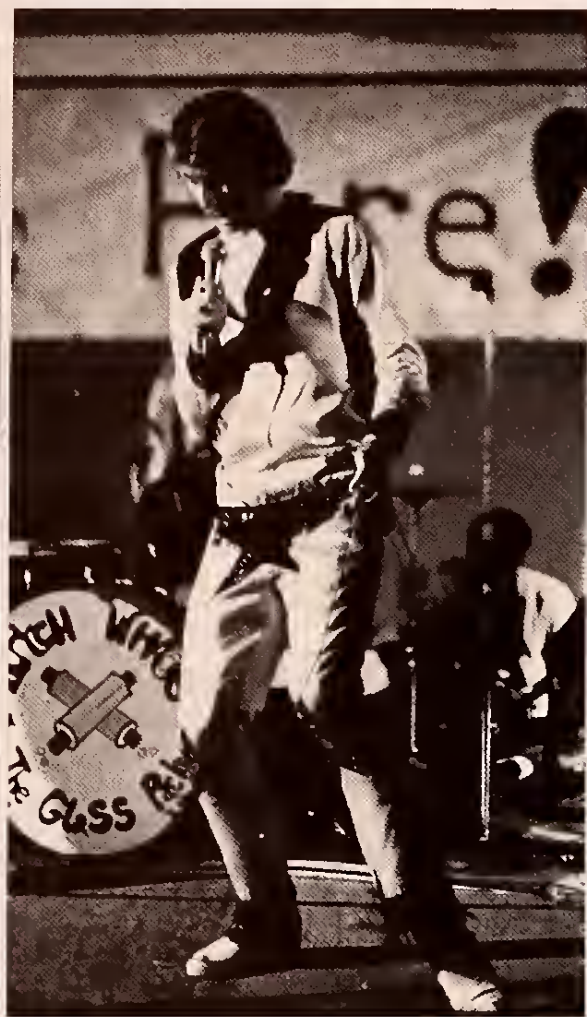
UHURU !!

BUTCH WHACKS

brass knuckles all polished up, just itching for a rumble. We were gonna give it to them too, But Butch Whacks started playing Teen Angel. Like man, who could rumble then? Rock and Roll lives!

Like man, it was too cool. Here we were, waxed down an' rollin' for a cruise on First Street when we passed this Benson joint on The Alameda. It was the old Saturday night hop at the U., man, with real smooth sounds and the hippest crowd you'll ever see. real collegiate types in letterman sweaters and saddle shoes, and hipsters in pegged jeans. But those chicks! Man! Real High-powered babes with pony tails and bobbed hair, by socks and ruby red lips that'd drive you crazy! Wow! There were even some wierdies who wandered in from some squareville. Man, they didn't know what to do when they saw Butch Whacks. The cats started bopping out with Blue Suede Shoes and Rock Around the Clock. There were these other cats there too, man, real greasers who came at us with chains and knives and their (to the other side, man







Hayward King, curator of the Bolles Gallery in San Francisco, presented a talk in November concerning 'The Presentation of Art.' Speaking in Santa Clara's own gallery, the DeSaisset, King emphasized the importance of presenting a piece of art in a

museum so that its full effect can be achieved. He also lamented the fact that so few people make viewing great art an important part of their education.

Hayward King

The challenge facing the Catholic Church --- to adapt itself to the modern world and yet retain those things which always have been basic to it --- was the subject of Germán theologian Hans Kung's November talk in a crowded Mission Church. Though he detailed the serious problems facing the Church in the areas of birth control and mixed marriages, the defection of many religious, and the lack of spiritual leadership, Kung held out a message of hope for his listeners, urging them to 'stay and fight and fight and fight and we will bring the others back.'



Hans Kung

Dorothy Day



Dorothy Day, social worker, organizer, and activist for more than four decades, spoke to a new generation of socially minded students at Santa Clara in early November. She called for an active commitment by Christians to the 'anarchism of Jesus Christ,' and spoke about her work as editor of 'The Catholic Worker' in terms of reaching the common man in the street with the issues of war and poverty. Those who attended her program were treated to a surprise song by Ms. Day's long time friend, Joan Baez.



Alan Watts

Comparing and contrasting Eastern and Western religious experience, Alan Watts 'philosophically entertained' a large crowd of Santa Clarans in mid-November. Urging those present to maintain a sense of wonder at all that exists, Watts lamented the loss

of a real idea of the self by Western man. If he happened to regain that essential idea, Western man would again recognize that 'spark of the divine' within himself.



'one of the happiest experiences in santa clara history' is how one student expressed gratitude to kathy von der ahe, christy power, pam ficco, celine ellet, and mary ann chalmers, for organizing a thanksgiving mass in late november. with the oakland cathedral choir providing the music, the mass was a combination of old latin hymns, modern songs and slide shows, and love that left people singing, laughing, shouting, clapping, and wishing that it could go on forever.

non-tenured faculty got new grievance procedures ... ocsa sponsored ice-skating ... senate committee formed to seek abolition of parietal hours ... students fast to help bangladesh refugees ... people still talking about butch whacks ... coalition for personal freedom sponsored 'forum on abortion' ... dear ronnie column debuts in the santa clara.

american political parties class simulated 1980 demo convention ... community council held its first meeting, with students, faculty, and administration joining to advise father president ... students march one more time for peace ... east oakland deliverance center youth choir returned for third year to present rousing, enthusiastic 'thanksgiving love revival' ... 'twelfth night' opened dramatic arts season at lifeboat ... the santa clara sponsored bike registration to deter thefts ... william calley's attorney, george latimer, defended calley again during scu speech ... new asusc constitution failed again (and again, and ...) ...



What's Happening?



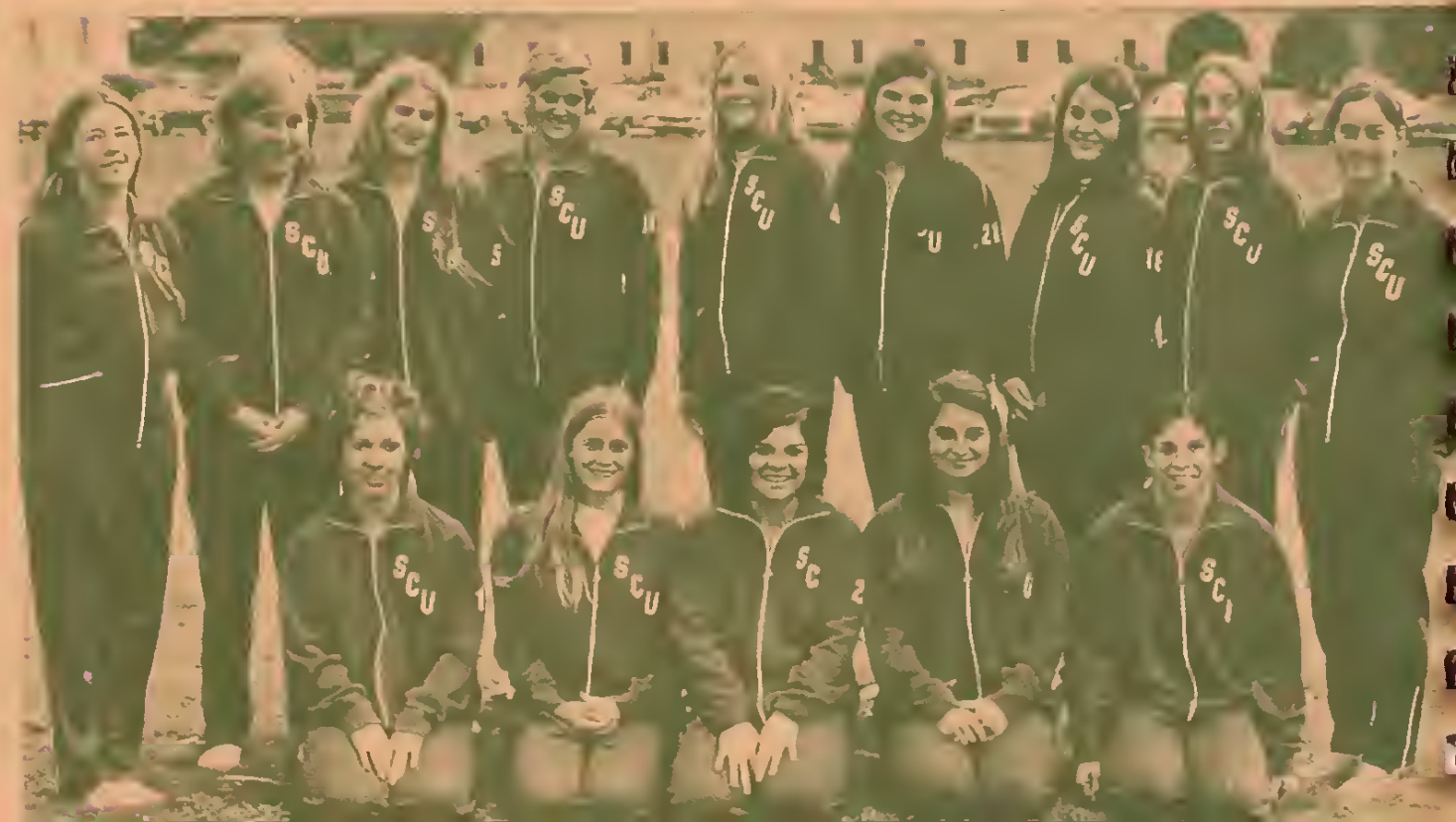
Before anyone at Santa Clara had even met him, Father Stephen G. Olivo was a controversial figure. When he was selected as the new Dean of Students in May 1971, many students objected that student opinion had not been consulted before his hiring. They soon found, however, that the method of his selection was not all they would have to complain about, and by May 1972, Fr. Olivo's arrival was complete as he was publicly 'executed' by popular demand at the Lusty Days of May.

The first salvos were fired during Orientation Week in September. The sophomore orientators were having a kegger in the Buck Shaw parking lot when Olivo arrived and confiscated the keg. The war was on. Among a student body accustomed to the open consumption of beer, the change was viewed as reactionary, if not downright traitorous. Despite all the hot air, however, the new dean had never intended to bring back prohibition to SCU; he recognized that such a policy was both unnecessary and impossible to enforce. In an interview in The Santa Clara early in the year, Olivo talked about his policy by asking rhetorically: 'Why should the Joe who doesn't know how to drink and who throws bottles in the Mall and shopping carts off the roof of Swig or discharges fire extinguishers be a threat to my safety? I have as much right to live in peace as he does to throw benches.'

The attempt to end abusive drinking was only a small part of Olivo's attempt to improve dorm life, however. 'People who live on campus have the right to live in an environment which is pleasant and conducive to their development,' noted Olivo. In summing up his philosophy about the university, the winner of the execution popularity poll reflected, 'We're all here for the same thing; we're searching for truth, trying to find out what life's all about.'

OLIVO

WRA





intra
mural



FOOTBALL



'What can you say about a 6-4 season? It was good but not great, a couple of plays made it

The 1971 football Broncos practically played two seasons. The first half of the season saw the team slide to an unsuccessful 2-3 record, while the second half provided victories in abundance as the Broncos streaked to a sparkling 4-1 mark. The overall 6-4 record was both satisfying and disappointing. As defensive safety Mark Morias noted, 'What can you say about a 6-4 season? It was good but not great, a couple of plays made it 6-4 and not 8-2.'

Inexperience and injuries hampered the 1971 varsity all season long. Serious injuries to three of the starting running backs early in the year hurt the Broncos' chances for a fast start. With Larry Holmes, Carl Braboy and Derek Johnson all sidelined, coach Pat Malley had to change the varsity's fast moving style to a more deliberate, ball control type. Clyde LeBaron, who started slow, came on in the second half and 'was absolutely fantastic' according to running back Johnson. 'He was the key to our success, making excellent play selections.' LeBaron highlighted his season with what Coach Malley termed a 'fantastic afternoon' against Florida A&M.

Defensively, the Broncos played tough football throughout the season. The defensive line, led by captain John Kechoyian, was one of the biggest at SCU in years. Don Ray Hart and Mark Morias also had outstanding seasons for the defense.

In their stumbling first half, the Broncos took their only victories over Sacramento State and Reno. Among their defeats was a heartbreaking one by Las Vegas that came on a long bomb in the closing seconds of the game. Starting with their sixth tilt of the year, however, the Broncos raced to four straight wins. The team slid past Cal Western 24-10, then

destroyed San Francisco State 56-10 in a homecoming game that produced their first drop kick extra point in 40 years. The footballers reached the high point of their season by knocking off Florida A&M in a game played at the Oakland Coliseum, and completed their win skein with an easy triumph over Cal Poly. The season ended on a sour note, however, as the Broncos lost to UC Santa Barbara in a sloppily played contest.

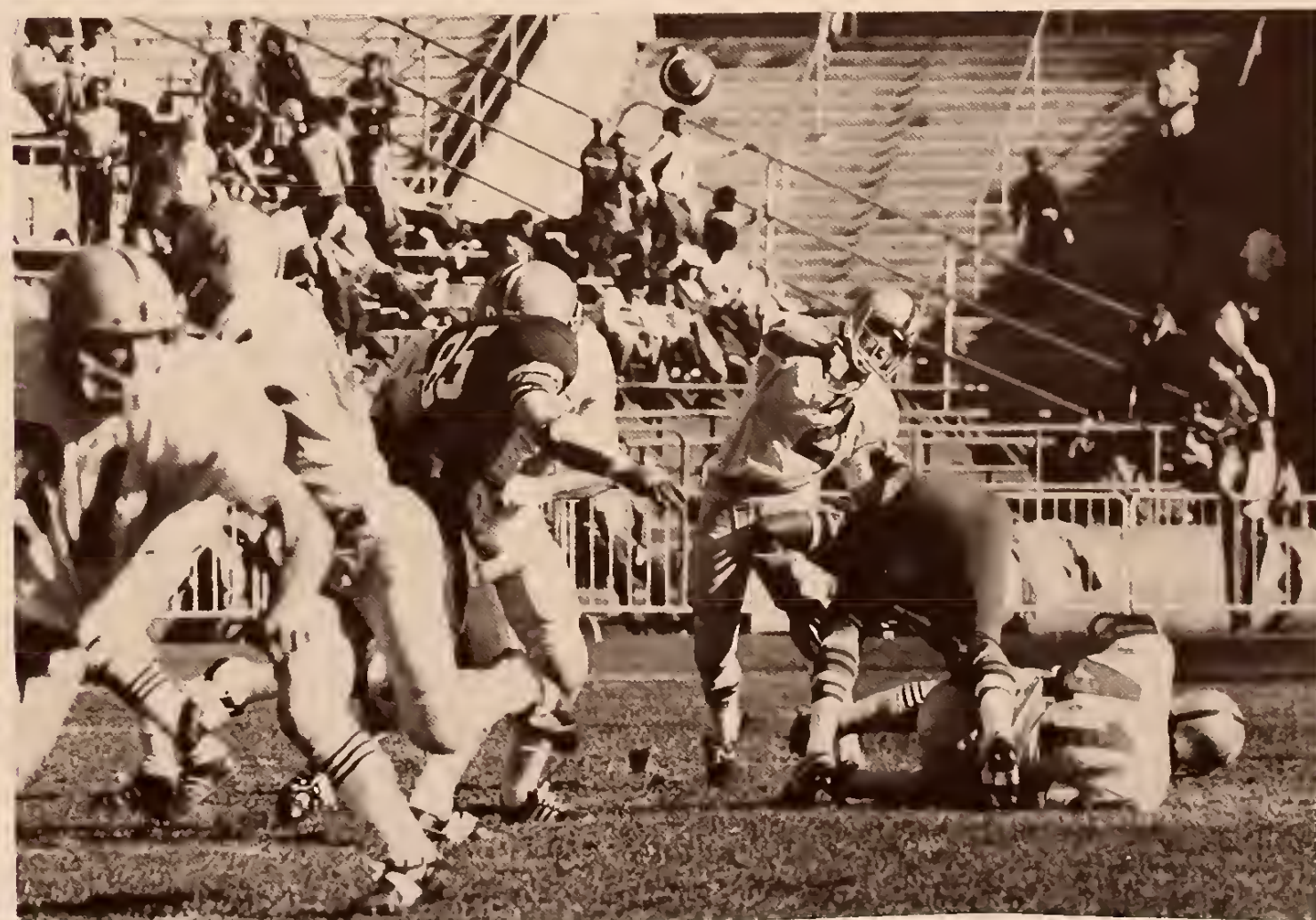
Though the games brought their own triumphs and sorrows, there was one aspect of the season that brought nothing but disappointment: student attendance at the games. Coach Malley noted somewhat sarcastically in The Santa Clara that 'the students who went up to the (Oakland) Coliseum enjoyed the game; all two of them.' And attendance at the other three home games played at Buck Shaw Stadium averaged less than six thousand. Part of the lack of attendance was attributed to the disappointing home schedule and to the deliberate style of the 1971 Broncos. Paul Schmuck, sports editor of The Santa Clara, remarked that 'much of the blame can be put on the shoulders of the students who haven't grown accustomed to the level of football.' Yet the lack of attendance seemed to signal something more important than a mere loss of interest in the Bronco football team. SCU students found other things to do in Fall 1971, things they considered more important or more enjoyable; they were no longer a captive audience. It is both a difficult change for the football program to accept and a healthy sign of students growing independence to actively pursue personal interests.



'We have a great bunch of boys
out there making up one of the
best teams I've ever had.'



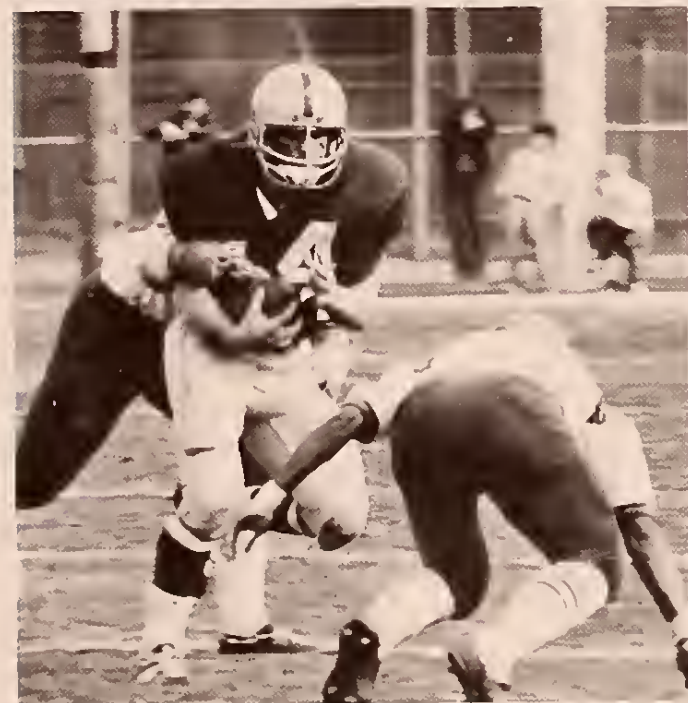
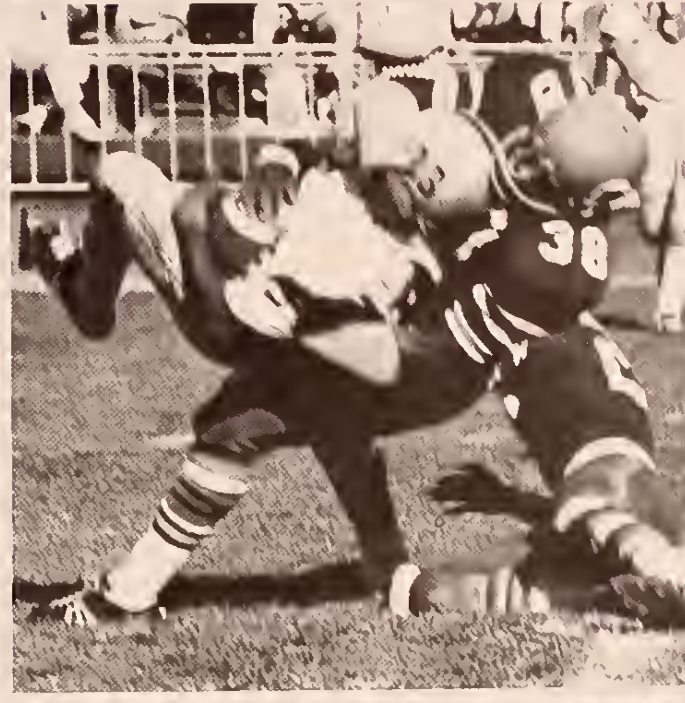
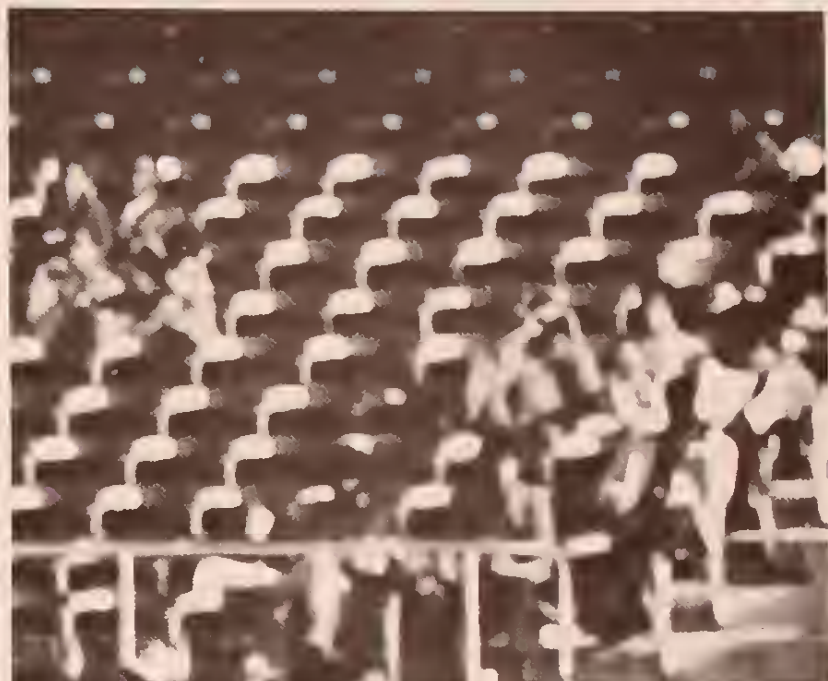
6-4 and not 8-2.'





'The Florida game was as good as you'll ever see on this level of college football. The students who went up to the Coliseum enjoyed the game; all two of them.'





The Twelfth Night



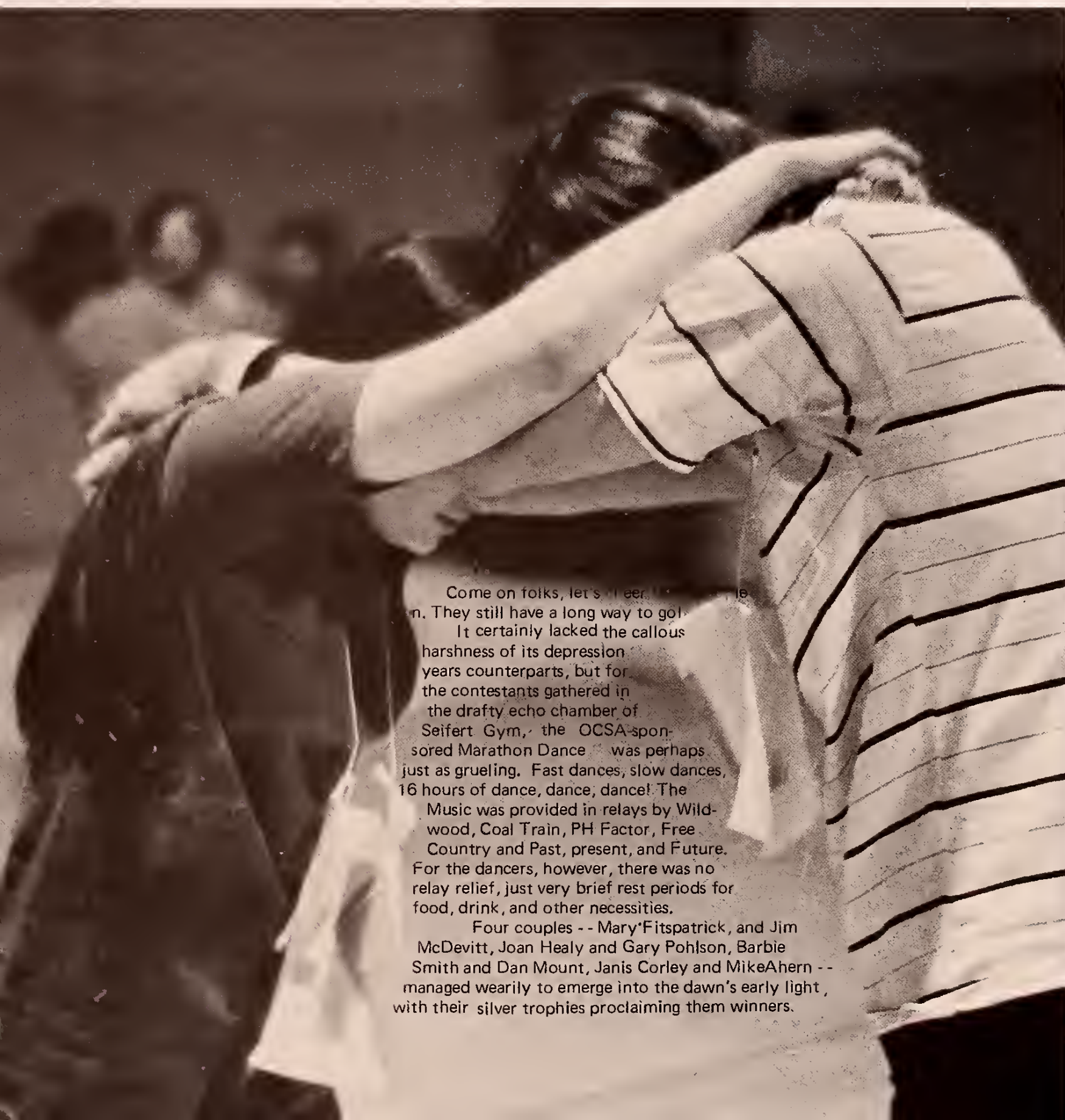
The Department of Theater Arts opened its season with a production of Shakespeare's 'Twelfth Night' under the direction of Stephen Schultz. One of the most famous of the Bard's golden comedies, the play, with a very complex plot and several subplots, was very well received by the audience which attended during its six night run. Among those carrying major roles in the play were Marya Maddox, Chris Bomba, Paul Ventura, Ron Lagomarsino, and Mary Juillerat. Robert E. Bendorf wrote two new songs for the production.





WINTER QUARTER '72

a chaotic registration opened winter quarter on a dissonant note and led to demands for computerized pre-registration ... renaissance institute offered students and teachers a new 'and hopefully creative approach to education,' with a quarter long study of renaissance life and achievements ... asusc appointed dixie lagrande and john germano as ombudswoman and ombudsman to facilitate communication with the general student body ... academic vice president fr. james albertson began six month leave to investigate new academic programs ... board of trustees approved \$7 million worth of construction expenditures for new student activities center, theatre, jesuit residence, and classroom building ... fire damaged jesuit dining hall ... walsh dorm council hosted dorm policy discussion ... tuition raised (again) ... student dorm council hosted dorm policy discussion ... tuition raised (again) ... student body president edgar suter played howard hughes, carrying on a minimum of asusc business, and only by note ... task force, a student run scholarship fund for minority students, folded after three years of operation, because 'it's outlived its usefulness,' according to chairman nancy fahrner ... educational programs committee approved bachelor of combined sciences curriculum ... asusc senate continued to make lots of noise and get nothing done ... angela davis' sister, fania, spoke to santa clara students, asking for verbal and financial support for ms. davis ... bronco basketballers defeated the other "sc" ... the university community council approved a proposal for an experimental 24-hour parietal hour dorm, father terry later vetoed the proposal ... chicano affairs committee filed a class action suit against santa clara with the federal department of health education, and welfare, charging discrimination against chicanos by the university ... dean of the college of humanities, fr. john gray recommended a staff cut in the modern language department, ... dr. doris parkinson a local gynecologist-obstetrician, offered her services free to santa clara women ... al cevola took phoenix photography competition

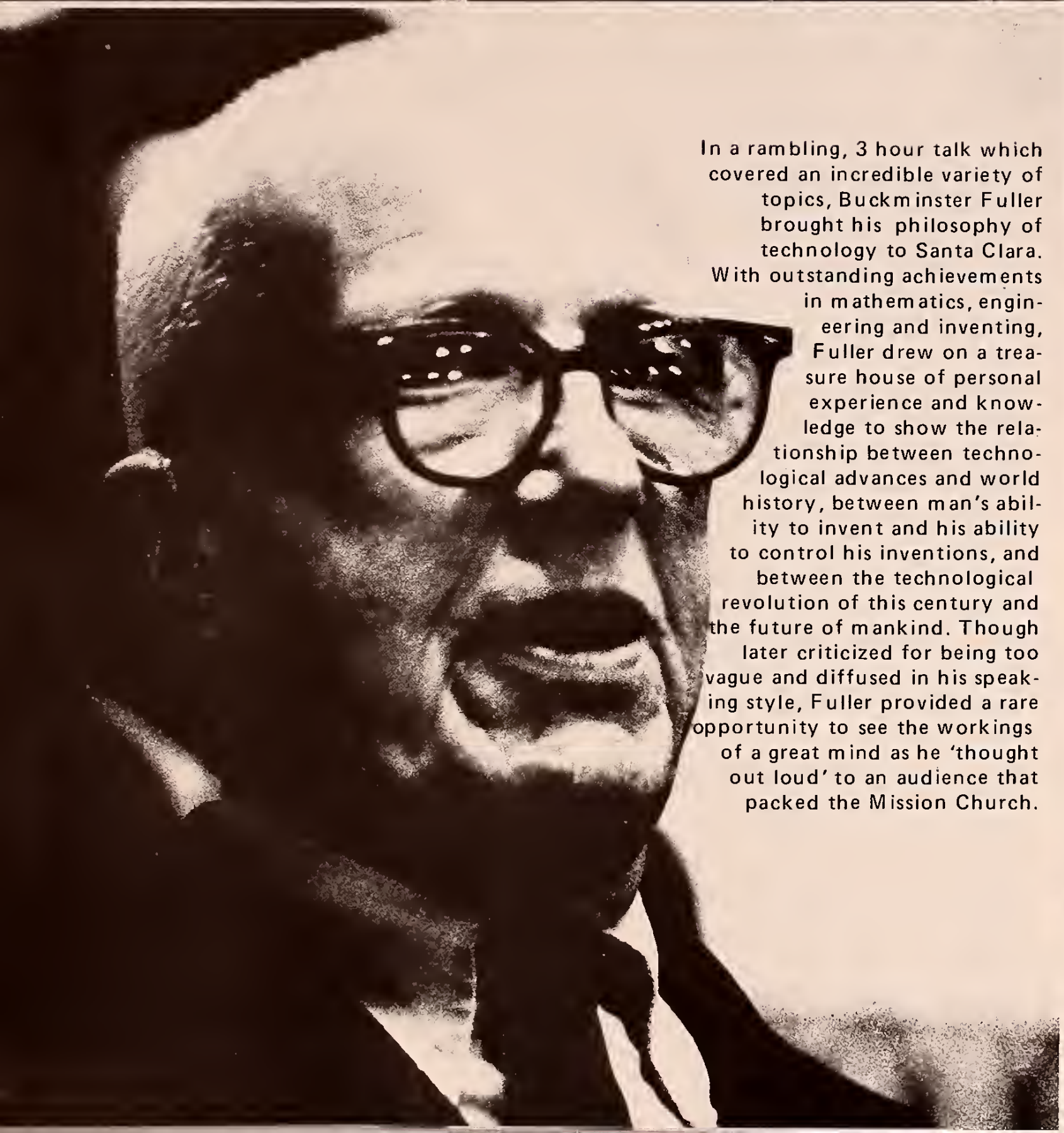


Come on folks, let's cheer. They still have a long way to go.

It certainly lacked the callous harshness of its depression years counterparts, but for the contestants gathered in the drafty echo chamber of Seifert Gym, the OCSA-sponsored Marathon Dance was perhaps just as grueling. Fast dances, slow dances, 16 hours of dance, dance, dance! The Music was provided in relays by Wildwood, Coal Train, PH Factor, Free Country and Past, present, and Future. For the dancers, however, there was no relay relief, just very brief rest periods for food, drink, and other necessities.

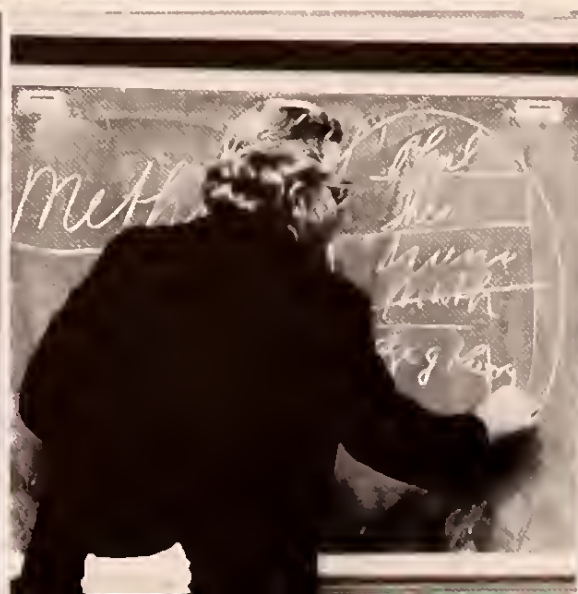
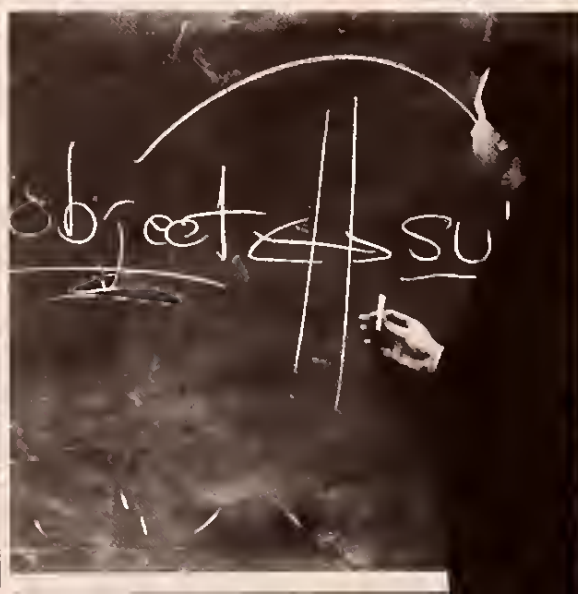
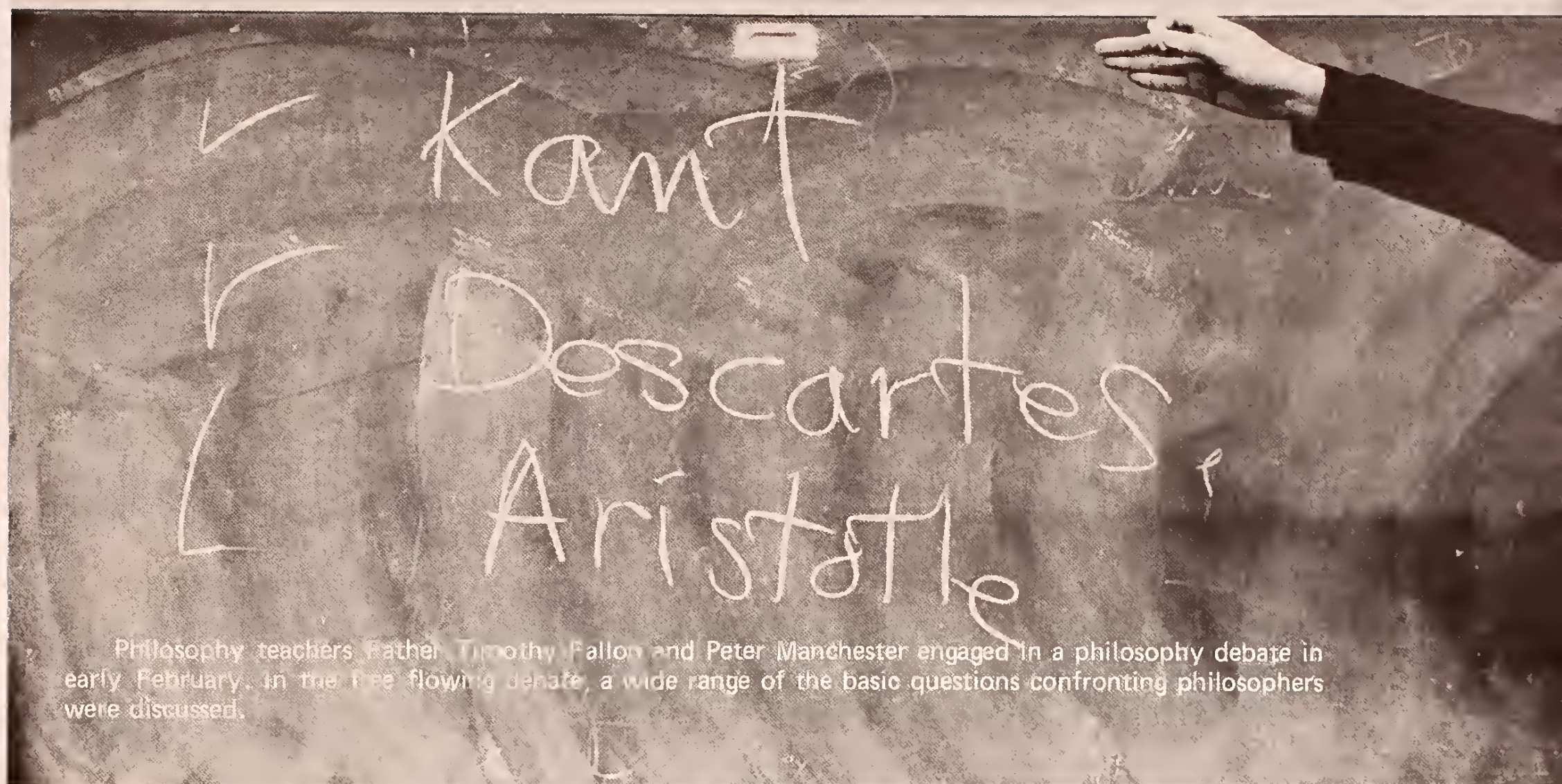
Four couples -- Mary Fitzpatrick, and Jim McDevitt, Joan Healy and Gary Pohlson, Barbie Smith and Dan Mount, Janis Corley and Mike Ahern -- managed wearily to emerge into the dawn's early light, with their silver trophies proclaiming them winners.





In a rambling, 3 hour talk which covered an incredible variety of topics, Buckminster Fuller brought his philosophy of technology to Santa Clara. With outstanding achievements in mathematics, engineering and inventing, Fuller drew on a treasure house of personal experience and knowledge to show the relationship between technological advances and world history, between man's ability to invent and his ability to control his inventions, and between the technological revolution of this century and the future of mankind. Though later criticized for being too vague and diffused in his speaking style, Fuller provided a rare opportunity to see the workings of a great mind as he 'thought out loud' to an audience that packed the Mission Church.

BUCKMINSTER FULLER





JOHN W. SAISSET ART GALLERY
March 1972



IT'S GOING DEPTUAL

vince guaraldi



One of the highlights of the winter quarter activities program was a performance by Vince Guaraldi in the DeSaisset. A talented composer-musician, Guaraldi enchanted his listeners with his performance of numerous jazz numbers, and with music from the scores of the Charlie Brown television specials, and the hit song, 'Cast Your Fate to the Wind,' both of which he composed.



bola sete



Classical guitarist Bola Sete delighted Santa Clara audiences on two separate occasions in the first five months of 1972. First he performed for a large and appreciative group at the DeSaisset Art Gallery in early February, then returned three months later to help close the Medieval Faire held in conjunction with Family Day in early May.



SNOW!

A winter quarter snowball fight in Kennedy Mall, courtesy of J. J. Ferrigan Productions, Ltd.

WINTER QUARTER SONGFESTS

D'ERCOLE



MBIR



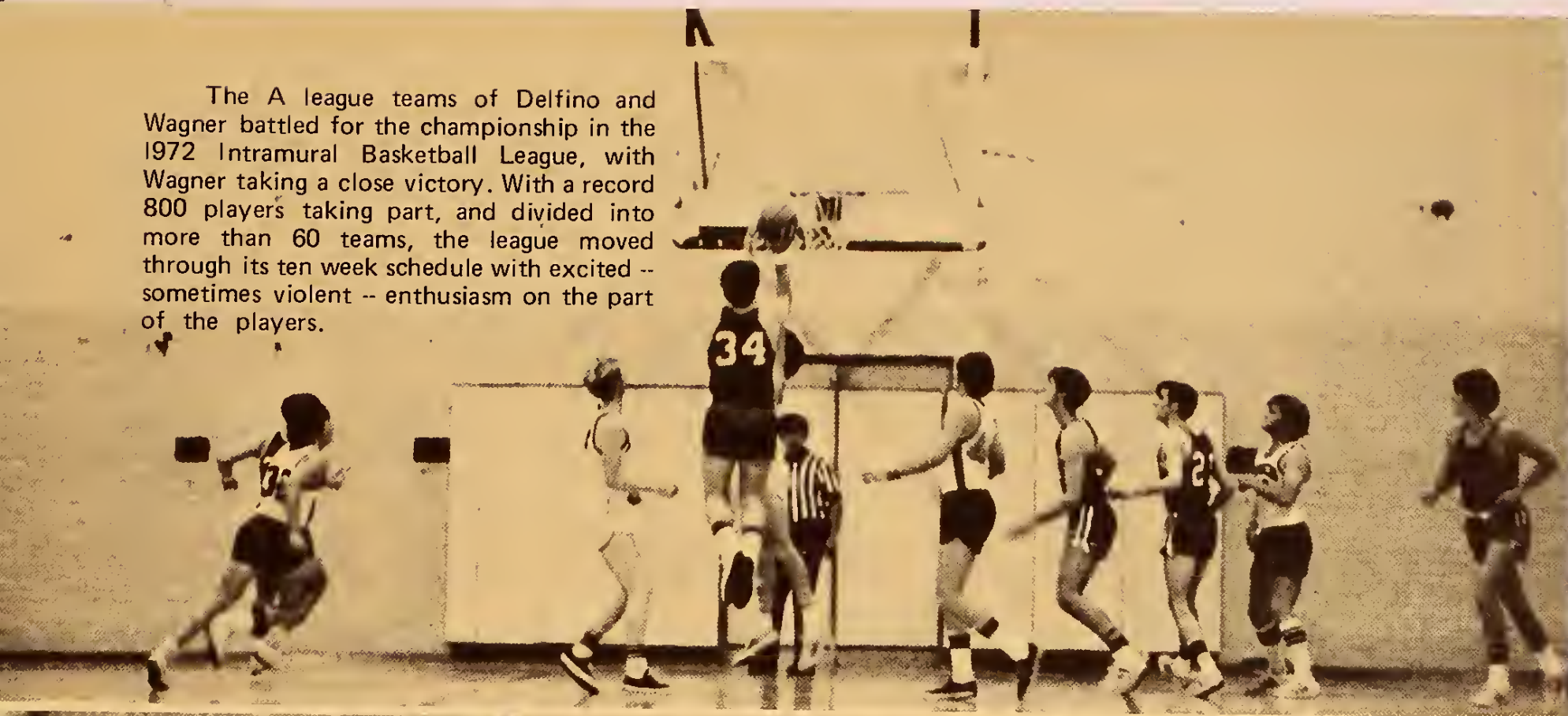
ALLEN



wra basketball



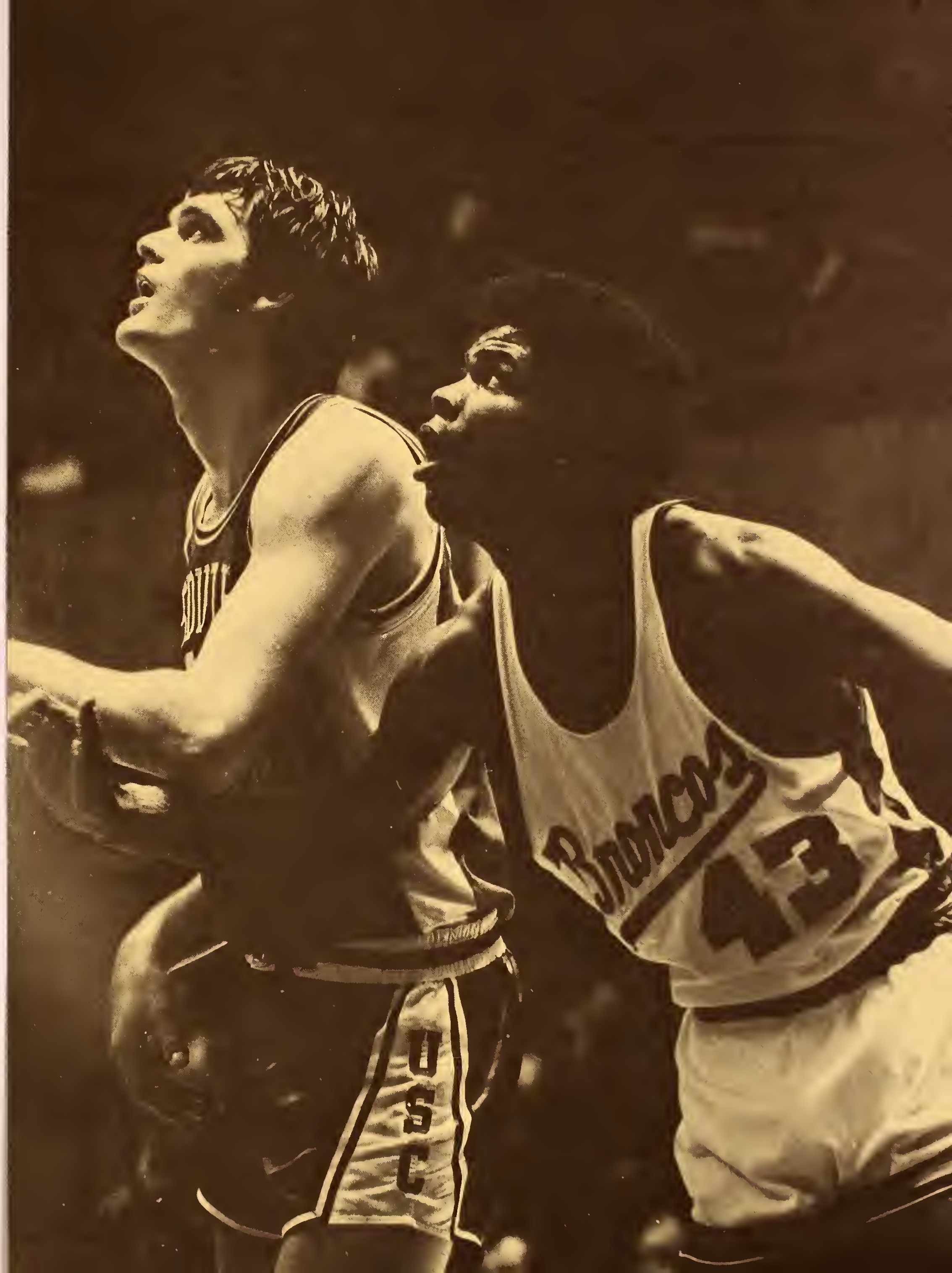
The A league teams of Delfino and Wagner battled for the championship in the 1972 Intramural Basketball League, with Wagner taking a close victory. With a record 800 players taking part, and divided into more than 60 teams, the league moved through its ten week schedule with excited -- sometimes violent -- enthusiasm on the part of the players.





Jolly Spight





'Mike simply has been doing it all for us this season; he's the big difference in our team's success.'



Stewart capped an outstanding junior season in which he led SCU in scoring, rebounding, and field goal accuracy (in which he set a new school record). Stewart was chosen as one of four Western States college players to try out for the 1972 U. S. Olympics Games Basketball Team.

vs ucla





vs USC

The Bronco varsity basketball team of 1971-72, playing one of the nation's toughest regular season schedules, turned in another winning season as coach Carroll Williams' SCU quintet finished with a good 17-9 record and a second place in the West Coast Athletic Conference.

Highlighting the season, which found junior center Mike Stewart

named the WCAC's most valuable player, were victories over WCAC titlist USF, USC, Jacksonville, and Stanford University. After an opening

After an opening 86-53 win over UC Davis, the Broncos knocked off Stanford for the fifth straight time. Then came nationally ranked South Carolina in a game that saw

the SCU quintet close to an upset victory in the waning minutes, but lose 77-66 in the opening Cable Car Classic contest. Santa Clara later raced to a big 109-88 triumph over Jacksonville to hand the Florida five its worse defeat in five years. Stewart paced Santa Clara with 29 points and 14 rebounds.

The Broncos were nipped 89-85



by Ohio Valley Conference champion Kentucky in the semifinals of the All-College Tournament in Oklahoma City, after leading the tournament champions 42-41 at half. With Stewart, junior forward Fred Lavaroni, and senior guard Jolly Spight showing the way with 18, 15, and 14 points respectively, the Broncos upset a top Pac 8 contender, USC, 83-73. Junior

guard Alan Hale had 13 points against the Trojans in a game that packed San Jose Civic Auditorium with a screaming, hysterical mob of Bronco fans.

Following WCAC wins over Loyola and Pepperdine, the Broncos pulled out a stirring 73-68 overtime victory over arch-rival USF at San Jose. It was one of the most exciting

collegiate contests played in the area in several years. SCU trailed by five points before the end of regulation time, but tied the score 61-61 to send the game into overtime. The Broncos ended their 1972 home stand with victories over speedy Nevada-Las Vegas, 87-81, and Nevada-Reno, 86-54.



BASKETBALL

INDIANS

A moving tale of the destruction of the American Indian nation, Indians was the winter quarter presentation of the Theatre Arts Department. Starring in the lead roles of Buffalo Bill and Sitting Bull were guest artists Ken Grantham and Joseph Glasner,

with major supporting roles filled by students Phil Althouse, Greg Kachel, Mark McConville, and George Kornievsky. With only a few lighter moments, the play presented the tragic story of the ignorance, hatred and betrayal that caused the downfall of a

noble people. The effect of the play can best be measured by the reactions of the audiences in attendance, a reaction, almost invariably, of quiet, saddened contemplation of a part of American history that had been brought back to life.





Sponsored by the International Students Club, dancers of the Hanayogi Juma Suga Kai presented a program of Japanese Classical dancing in late February. Applauded by a large and enthusiastic audience, the performers showed the system of respect to elders, the discipline, and the etiquette involved in Japanese dancing, and explained how dance helps to perpetuate the culture of Japan.

KABUKI



CARLA LEVEY

ANAI'S NIN

PAUL ERLICH



In late February, Carla LeVey, daughter of Anton Levey, the Black Pope of the Satanic Church, spoke to a large crowd of fascinated Santa Clara students. In a two hour discussion, often tinged with only slightly veiled hostility on the part of the students, Ms. LeVey explained a religion based on personal feelings and the release of anger. Most of the student queries dealt with curses, which Ms. LeVey explained as healthy for the expression of justified hatred, noting that 'if Charles Manson had ridden himself of his hatred, he probably wouldn't have done all that he did.' She also explained that birthdays are the major feasts in the church, because the most important person in the Satanic Church is the person himself.



It was with gentle tones that writer Anais Nin addressed her audience. In a soft, musical voice she expressed her belief that each individual can help create a peaceful, harmonious world by embarking upon a personal journey to become a more fulfilled individual. 'I love growth,' she remarked, and 'it is true growth to rid oneself of these false selves' which we often create for ourselves. The noted authoress also presented her message of gentleness in terms of curbing anger. 'Anger,' she says, 'must be turned to understanding.' Yet Ms. Nin warned her listeners not to confuse calmness with becoming desensitized: 'People go on eating dinner while they watch people being killed in Vietnam,' and she urged them to convert their disgust for such scenes into action. As a writer who bought a printing press and printed her own works when no one else would, she was indeed an expert at turning her frustrations to action.



Paul Erlich brought his gospel of doom to Santa Clara as part of the winter quarter speakers series, urging a 'traumatic change of lifestyle, a transformation of the entire society' in order to avoid the imminent catastrophe. The catastrophe Erlich foresaw was the inundation of the world by a flood of babies, a catastrophe which Americans are speeding towards as fast as anyone. Ignoring the alternate solution for Americans of curbing their incredible over-consumption of natural resources, Erlich instead concentrated on raising the spectre of hundreds of millions of new persons trying to maintain that same level of consumption. Having painted Breugeulian horror, and announcing as the only solution artificial intervention into birth rates, the biologist from Stanford sighed a wish of 'good luck' to his listeners, and left to spread his tale of terror elsewhere.



IDEA FAIR & PEACE DAY



The winter quarter Idea Faire brought a variety of exhibits and discussions to Benson. The value of ethnic studies, a non-violent 'total environment,' and craftsmen selling glass artifacts, pottery, and macrame were all part of that 'Peace Day.'



The best attended and most heated discussions at the faire centered on the subject of Abortion. Booths were set up by the Women's National Abortion Action Committee and United for Life, a pro-life group, and a seminar on abortion conducted by Mr. Raymond Dennehey of the Philosophy Department all drew a great deal of interest. In fact, only the necessity of opening the cafeteria for dinner prevented the debate from continuing for far longer than the 3 full hours it did.



The conflict in Northern Ireland became a lively topic of discussion when Dr. Rona Feilds, a psychologist from that embattled country came to the idea faire. The discussion ranged from the political and religious aspects of the conflict to the effect of the nearly constant violence on young children.



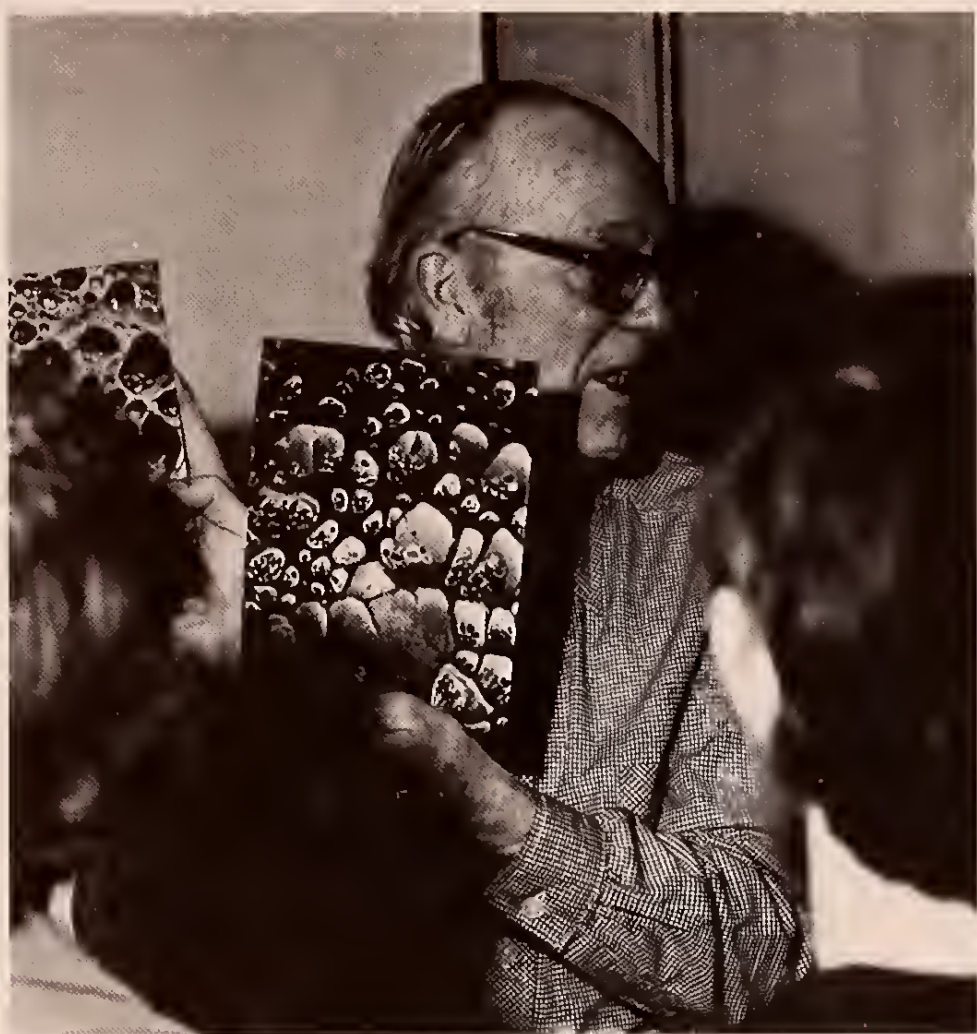
One of the lighter moments of the Faire was provided by University President Fr. Thomas Terry as he talked about wine making. The former winemaker at the Jesuit Novitiate in Los Gatos discussed fermentation, how to tell if a wine has fermented too long, and revealed some of the finer points of home winemaking.

rugby





PHOENIX COMPETITION



The 1972 Phoenix Photography Competition, partially funded by the ASUSC and organized by Santa Clara senior Kevin Byrne, drew over 500 entries from amateur photographers in the Bay Area. Juried by famed photographer Wynn Bullock, the final show of some eighty photographs was exhibited in the DeSaisset Gallery during March. The show included photographs from thirteen Santa Clara students, with the first purchase award going to Santa Clara junior Al Cevola.

EXHIBITION of STUDENT ART



UCC

the university community council

Formed in late 1971 to be the prime campus advisory body to the university president, and to be the major forum for debate on all issues of concern to members of the Santa Clara community, the University Community Council strolled and sometimes struggled through its first year in 1971-72. The 38 member council includes 12 administrators (including the president, several Vice presidents and the deans of the various colleges), 12 faculty members chosen by the Faculty Senate, 12 students selected by a variety of processes, an alumnus, and a parent's representative. Among the student representatives in the inaugural year were Edgar Suter and Esau Herrera, ASUSC President and Executive Vice president, Dan Dorsa, Ruth Davis, Elsie Odom, Millie Eidson, Ed Hurlbutt, Linda McAlister, and three graduate students.

Because the council was in its first year, it found itself unable to serve as a true advisory body on several occasions. The first instance of the UCC's impotence came in discussion about the \$10 million NOW program; concern over the necessity and maintenance costs of the new

buildings planned under the program led to a lengthy debate about general priorities. The discussion was so wide ranging that the need to have a law school was even discussed. In the end, however, the council could merely give a post facto seal of approval to the program; although still in its initial stages, the program was already beyond the reach of the council's recommendations.

The council suffered frustration again when it attempted to review the proposed 1971-72 budget. Again, because it was not consulted in the very preliminary stages, it was unable to present significant alterations to the proposed document.

The council did manage to concern itself with some questions that it helped decide, however. The first meeting to draw considerable student attention involved the abolition of parietal hours. With two members of the ASUSC Senate present to report on their investigations as members of a special senate committee on the subject, the UCC debated then approved a resolutions calling for 24 hour open dorms.

Another meeting which generated significant interest was called to discuss the renewed bombing of North Vietnam and the mining of Haiphong Harbor. A special resolution presented by law professor Howard Anawalt stated that it should be 'the policy of the University of Santa Clara' that all American troops should be withdrawn from Vietnam as soon as possible. Members of the council debated the issue in terms of a moral issue and in terms of a political and intellectual issue which should not be allowed to impune the university's essential neutrality. The UCC defeated the proposal, then called for a special election on the matter, with all members of the university community participating. When hardly more than 15% of those eligible turned out (with a 50% turnout required), the motion failed.

In reflecting on the slow start of the UCC, one council member remarked that 'it certainly didn't live up to its potential, but perhaps its slow start will remind everyone who wants it to succeed that it takes real work for an organization like the UCC to succeed.



wristwrestling



hypnosis

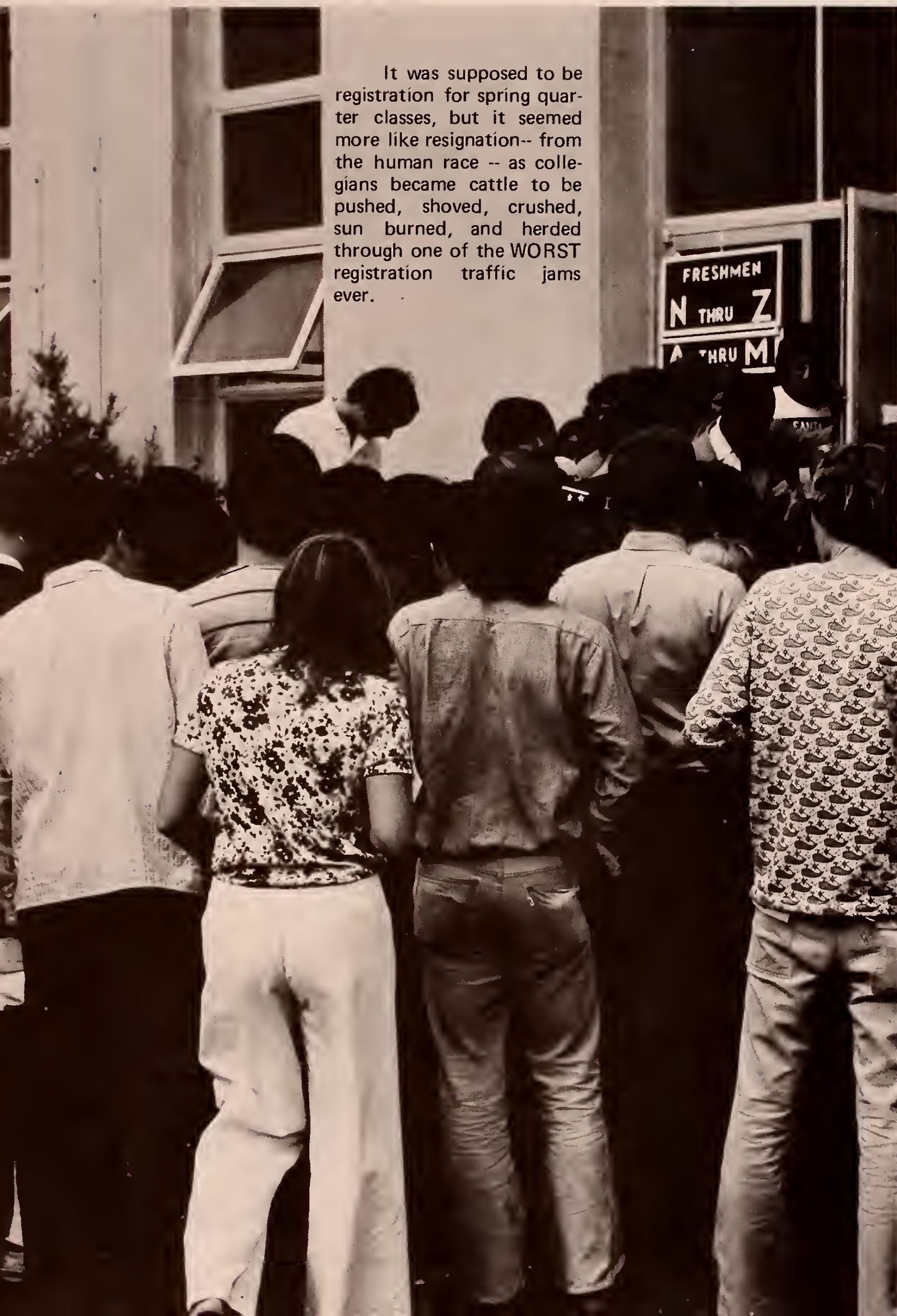




SPRING QUARTER '72

spring quarter opens with one of the longest, most confusing, most irritating, and most decried registrations in the history of the university ... the asusc managed even to top the registrar's office in confusion when it announced that a \$20,000 debt had mysteriously materialized from misty misunderstandings of past accounts ... pat stark named new assistant to associate dean of students consuelo rodriguez to advise foreign students ... congressional candidates speak on campus to small crowd ... woom gallery opened in montgomery hall for display of student art ... asusc debt doubled to \$40,000 driving doubt deeper into the minds of disbelieving students about the dependability of student government ... nixon ordered bombing of north vietnam, which causes an escalation of the bombing of washington with letters of protest ... community council approved a university budget that it was powerless to modify ... the asusc senate ... continued to expend a lot of hot air, but not much money as the spring quarter budget remained stymied in a procedural mire ... math prof karl de bouvere received \$10,000 grant for math research project during summer ... poly sci students travel to seattle for mock un ... women's film day sponsored by coalition for personal freedom ... chicano student advisor Al McGovert resigns to take a bank job ... special committee on dorm life begins work under student services vp dr. mark ferber ... dr. timothy o'keefe's irish history class begins work on a book of the ulster conflict ... former dean of students gerald mcgrath returns to scu as associate director of development ... black and chicano students protest elimination of pre-college orientation program ... bob ortalda named 72-73 editor of the santa clara ... ucc considers vietnam withdrawal resolution, then votes to hold university wide referendum ... debt goes up again as asusc election campaign begins ... applications to scu fall off by 10% ... poetry festival held in desaisset ... plans initiated for new student activities center ... pipestage coffee shop opens with food, poetry readings, and lots of music ...

It was supposed to be registration for spring quarter classes, but it seemed more like resignation-- from the human race -- as collegians became cattle to be pushed, shoved, crushed, sun burned, and herded through one of the WORST registration traffic jams ever.



CHORUS

WEEKEND





DADDYO JAZZ BAND

With the arrival of Spring, the music moved outside as the ASUSC presented a series of Sunday afternoon concerts on O'Connor lawn. Such groups as the De Anza Daddyo Jazz Band (shown above), Blue Mountain, and The Tubes appeared during the series.

MEET THE CANDIDATES



Sponsored by the Young Republicans and Democrats at SCU, the candidates night in late April brought together most of the candidates for the California legislature and the U. S. House of Representatives who might represent some portion of the Santa Clara student body. Among those in attendance was the former Presidential candidate Pete McCloskey.



conservative view

**RUSSEL
KIRK**

Speaking from a viewpoint usually ignored by college students, conservative author Russel Kirk gave his opinions on 'Academic Freedom and Academic License.' Well known for his book 'The Conservative Man,' Kirk nonetheless drew only a small audience to listen to his theory about a free university of today - and why none exist. He also recommended reforms to help allay student discontent, such as the governance of the university by alumni, and the necessity to stop treating students like IBM numbers.

STUDENT RECITAL





Folk Singer Victoria helped open spring quarter activities with a performance given in the DeSaisset in early April. The signer, who had won acclaim for performances at the Filmore East with James Taylor, and other performances with Cat Stevens, drew an appreciative crowd of listeners to the gallery.



VICTORIA



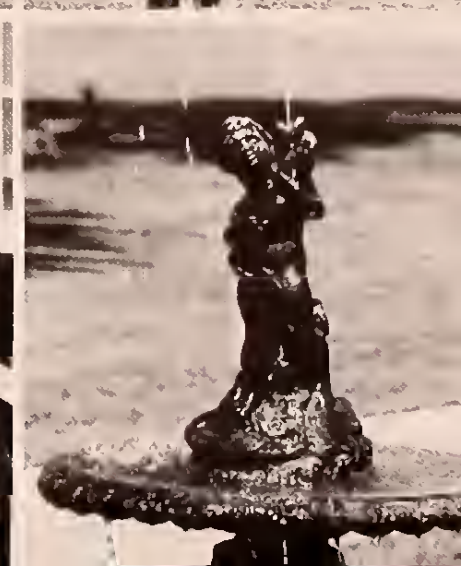
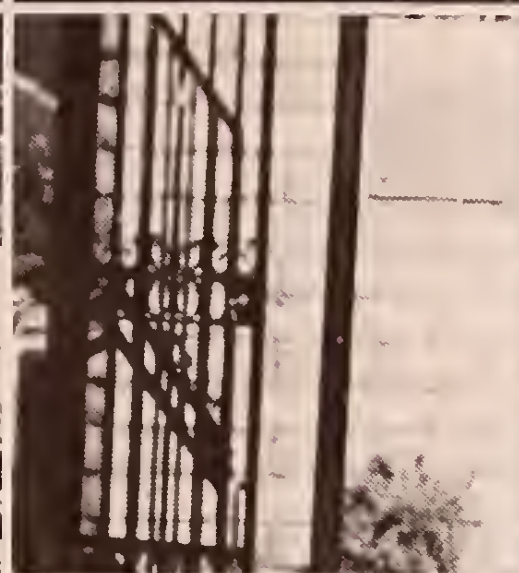
Patti Walker headed an all student cast in the title role of 'Hedda Gabbler' when the Theatre Arts department presented the Henrik Ibsen play as its first production of Spring quarter. Other students portraying major roles included Mark McConville, Paul Ventura, and Marya Maddox.

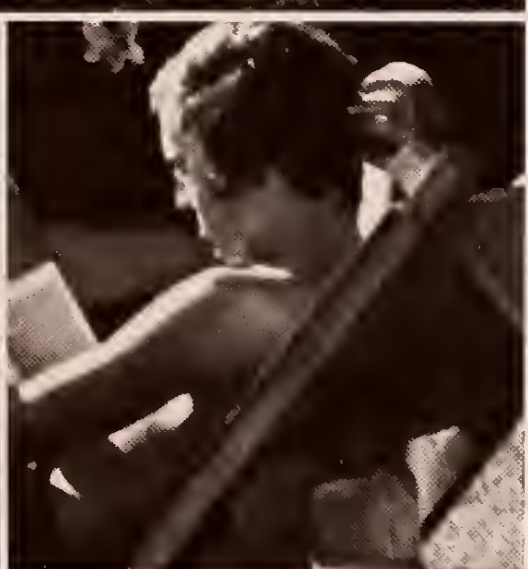
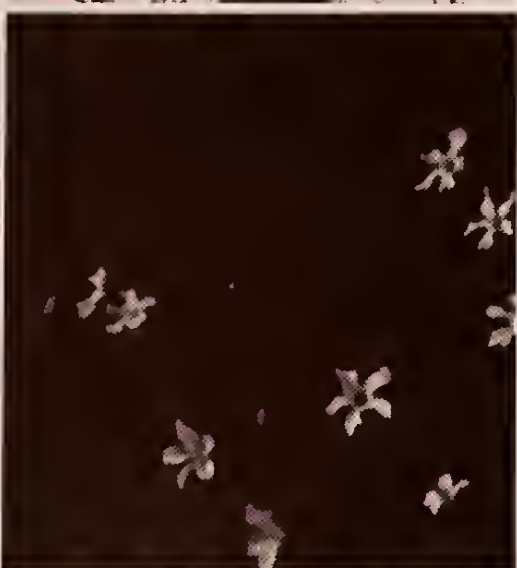


HEDDA GABBLER



SPRING!





a rally for peace





ELECTIONS 1972

Junior Rick Hagan was elected ASUSC President for the 1972-73 year in late April. Running on a platform which called for streamlined registration procedures, stricter attendance rules for the ASUSC Senate, and the hiring of a paid professional secretary for the ASUSC office, Hagan defeated Carl Brodt in a close run-off. Taking the position of Executive Vice President was Tom Kelly; elected as Social Vice President was Dennis Krohn. In a race which drew special interest because of the just-revealed \$50,000 ASUSC debt, Bill Bosque was elected Treasurer. Reggie White and Mary Miles were selected to posts of corresponding and recording secretaries in a campaign which was one of the quietest in several years.



\$50,000?!

The news broke at a very appropriate time: four days before that most infamous symbol of financial headaches, April 15th. And the headache the ASUSC treasury suffered in Spring 1972 was certainly a migraine -- a \$20,000 debt. And the ensuing four days did nothing to help that headache; by tax day it had more than doubled to \$46,000. Charges and counter-charges flew as reporters, old ASUSC officers, and the current ASUSC officers offered various explanations about when and how the debt was incurred. Candidates in the imminent ASUSC elections seized upon the \$50,000 figure like a verbal sledge hammer and spent the next two weeks pounding the current treasurer Tom Anderson over the head with it.

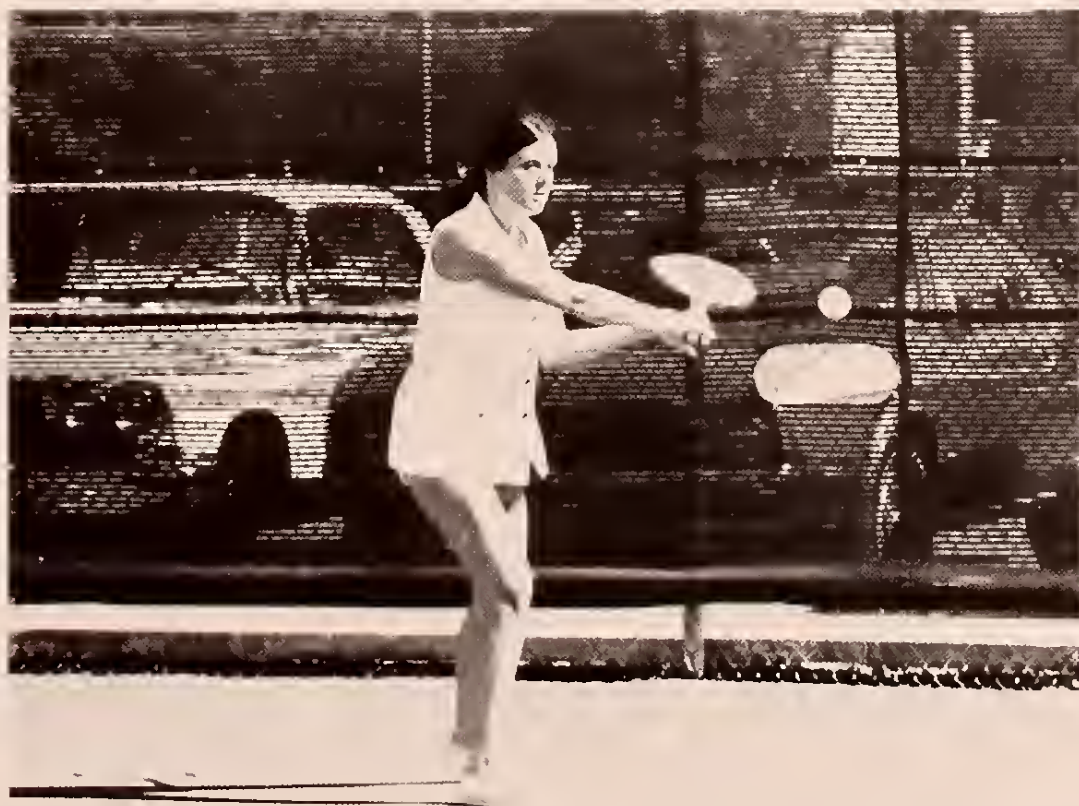
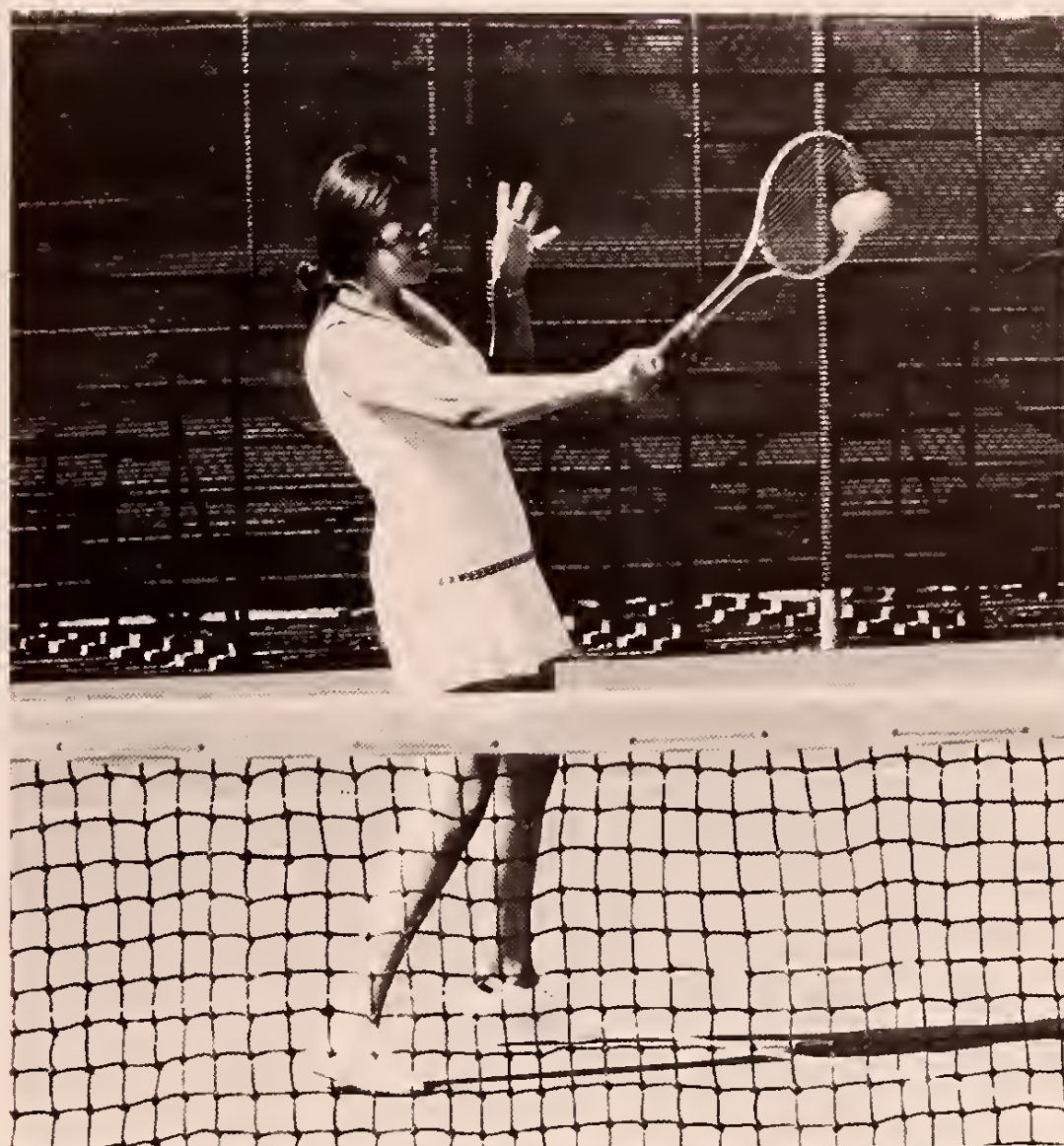
When the dust from the initial explosion settled, the new ASUSC treasurer Bill

Bosque found the headache had become his to cure, and wasted little time in starting another rousing controversy. Dr. Bosque's cure for the monetary migraine was an ice pack -- he simply closed the ASUSC checkbook and put it on ice for the rest of the quarter. The patient (in this case members of organizations caught with their financial furs tucked away) had other ideas, however. Letters from concerned 10 year olds were printed in the paper to tug at the heartstrings (while loosening the purse strings), ASUSC senators tried to pry open the freezer with new bills, but it took a blow torch -- a sit-in by Chicanos in the ASUSC offices -- to cause a thaw in Bosque's glacier.

The final act of the Excedrin Playhouse occurred in the chambers of the ASUSC Senate where two meetings of record length finally hammered out the Fall 1972 budget.



wra
TENNIS



GOLF





INTRAMURAL

TRACK



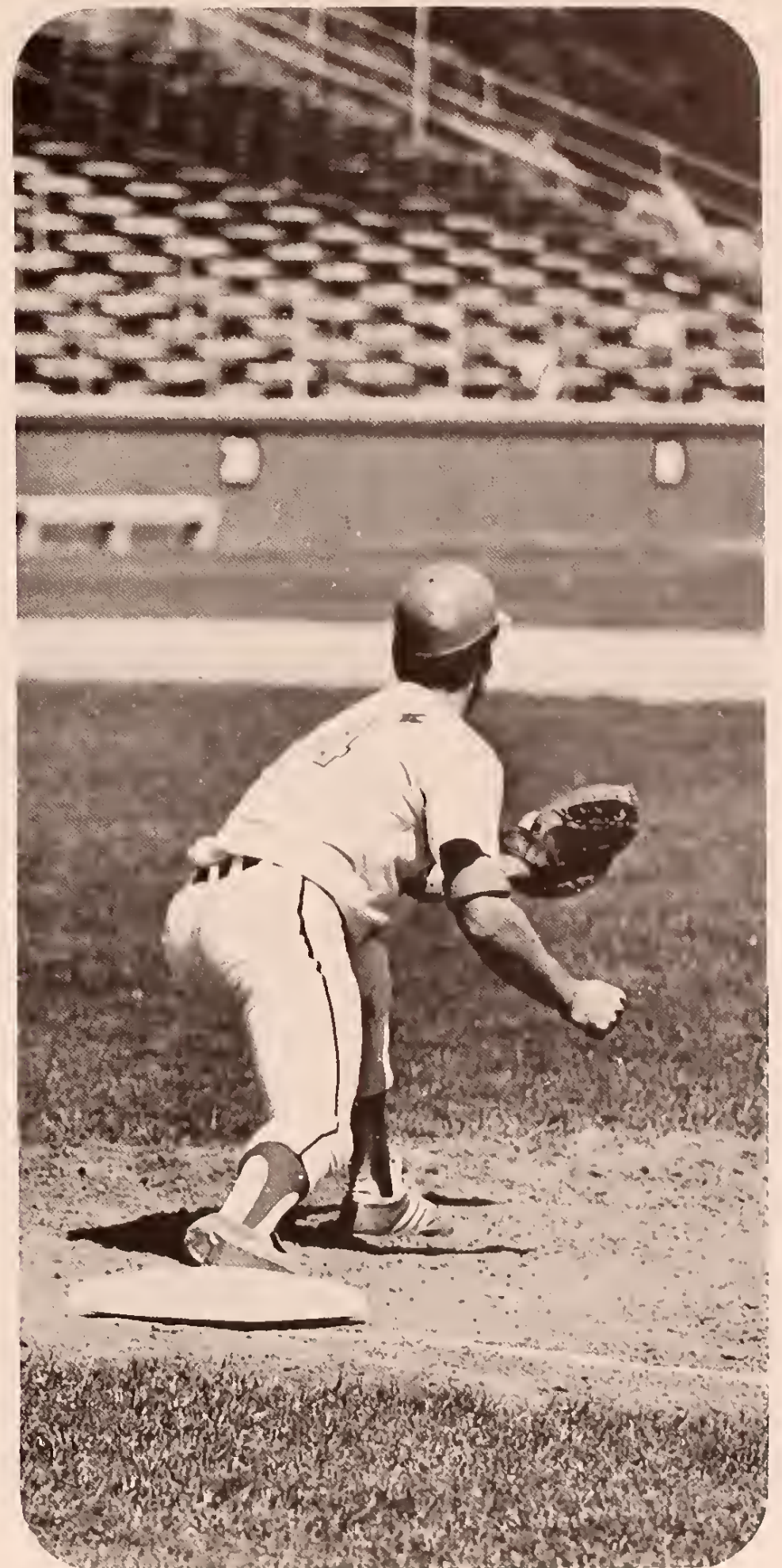
'It was a strange season, not like any other we've had here at Santa Clara.' Thus senior catcher Lou Caviglia aptly summarized the 1972 Bronco baseball season. The long season came to an end in late May when the favored Broncos lost a one-run decision to UC Santa Barbara and thereby failed to advance to the NCAA playoffs.

Fittingly, the final game came to a close with dark clouds rolling over Buck Shaw stadium. The season was full of letdowns as the Broncos failed to fulfill their pre-season potential. It was a year of continual hope--the hope that the Broncos would better their continually good, but never great performances, and a hope that was never realized. Even at the end of that last game, many fans still hoped that the team would come alive to beat Santa Barbara, then go on to best USC and reach the college world series in Omaha, but it was too late. The Broncos ended the year on a disappointing note.

To say it was a disappointing year, however, is not to say it was an unsuccessful year. By any standards, the 1972 Broncos had a very successful year. The team compiled an excellent 37-15 won-lost record and swept to its fifth straight West Coast Athletic Conference championship. The championship also marked the fifth straight time the Broncos had made the NCAA playoffs.

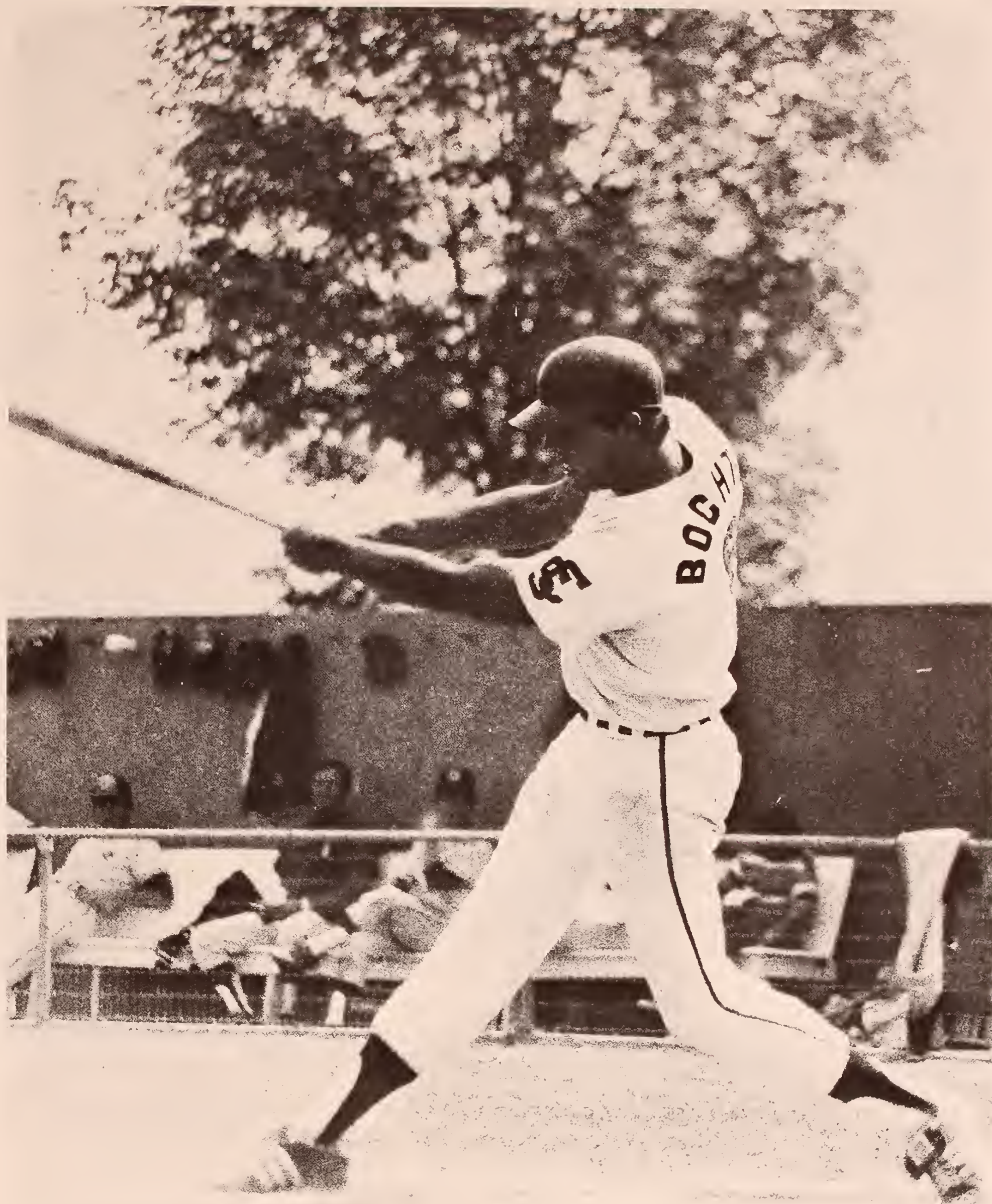
The pitching of Rich Troedson and the hitting of Bruce Bochte were the outstanding individual performances of the year. Both Bochte and Troedson ended their careers in Bronco uniforms with super seasons. Bochte knocked out a national high of 13 home runs and finished his 3 year varsity career with a .385 batting average, the highest for any player in Santa Clara history. Troedson, who signed with the National League San Diego Padres, won thirteen games and firmly established himself as one of the all time great Bronco hurlers. Other outstanding performances were turned in by Gene Delyon, who ended the year with a .403 batting average, sophomore pitcher Walt Kaczmarek who posted a fine 9-4 record, and catcher Caviglia who blasted 10 home runs and led the team with 48 RBI's.

In the end however, the Broncos never quite got it all together. Coach Sal Taormina never was able to come up with a set line-up, as he was constantly forced to change players because of inconsistent performances. For the first time at Santa Clara, Taormina decided to rely on a number of freshmen in the starting line-up. As centerfielder Mike Pereira noted, 'We had a lot of young players and we stuck with them all year . . . This is the beginning of a new trend for Santa Clara baseball, it is a new philosophy, with coach Taormina playing his best ball player, regardless of age.'



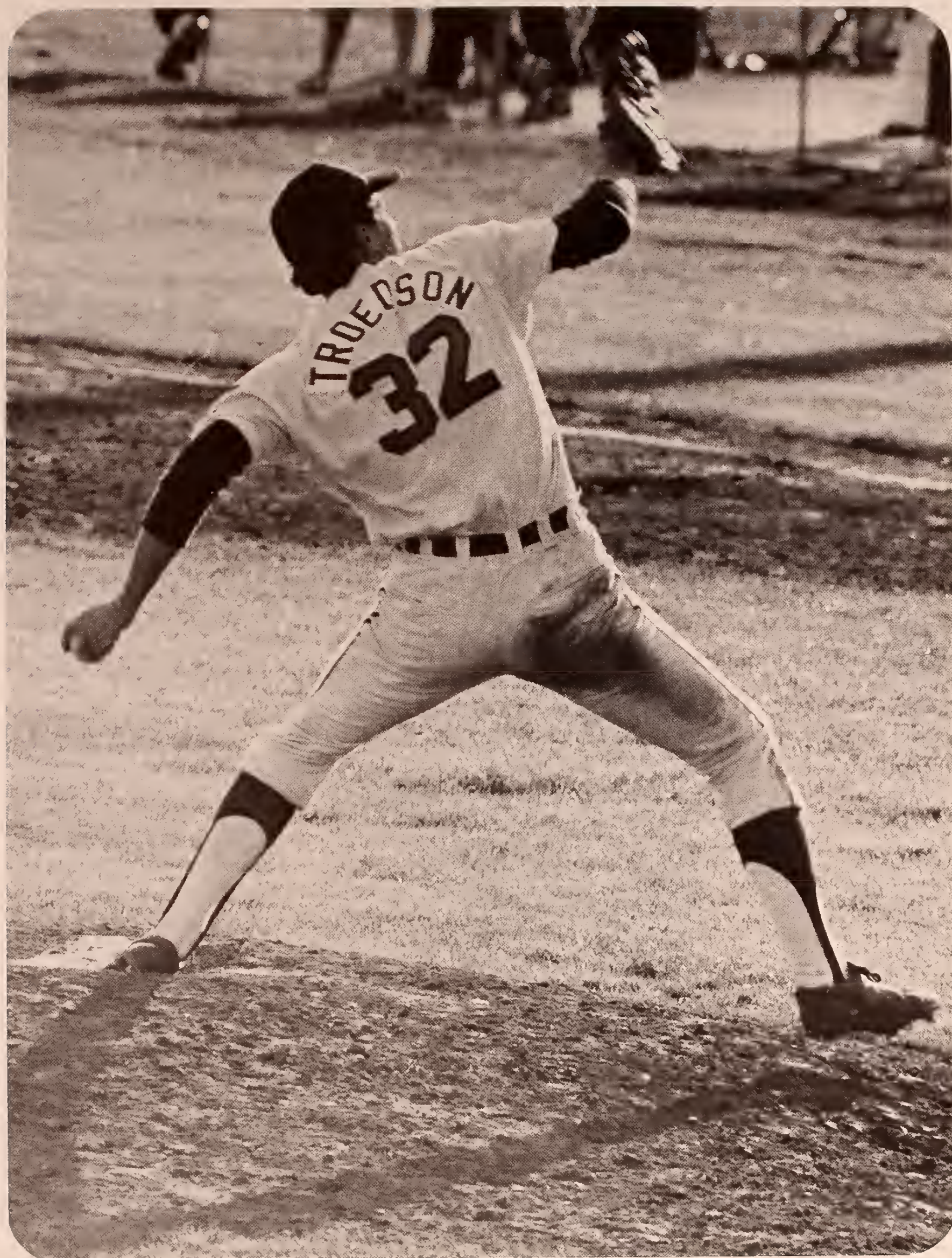
BASEBALL





Bruce Bochte

All district first baseman Bruce Bochte completed his Santa Clara career with a host of records to his credit. He set the 3-year Bronco career hitting mark of .364, the total runs mark of 130, and grabbed another record with 300 total bases. In addition, he was selected as the Most Valuable Player in the 1971 National Baseball Congress Tournament and was twice named to the all-West Coast Athletic Conference team.



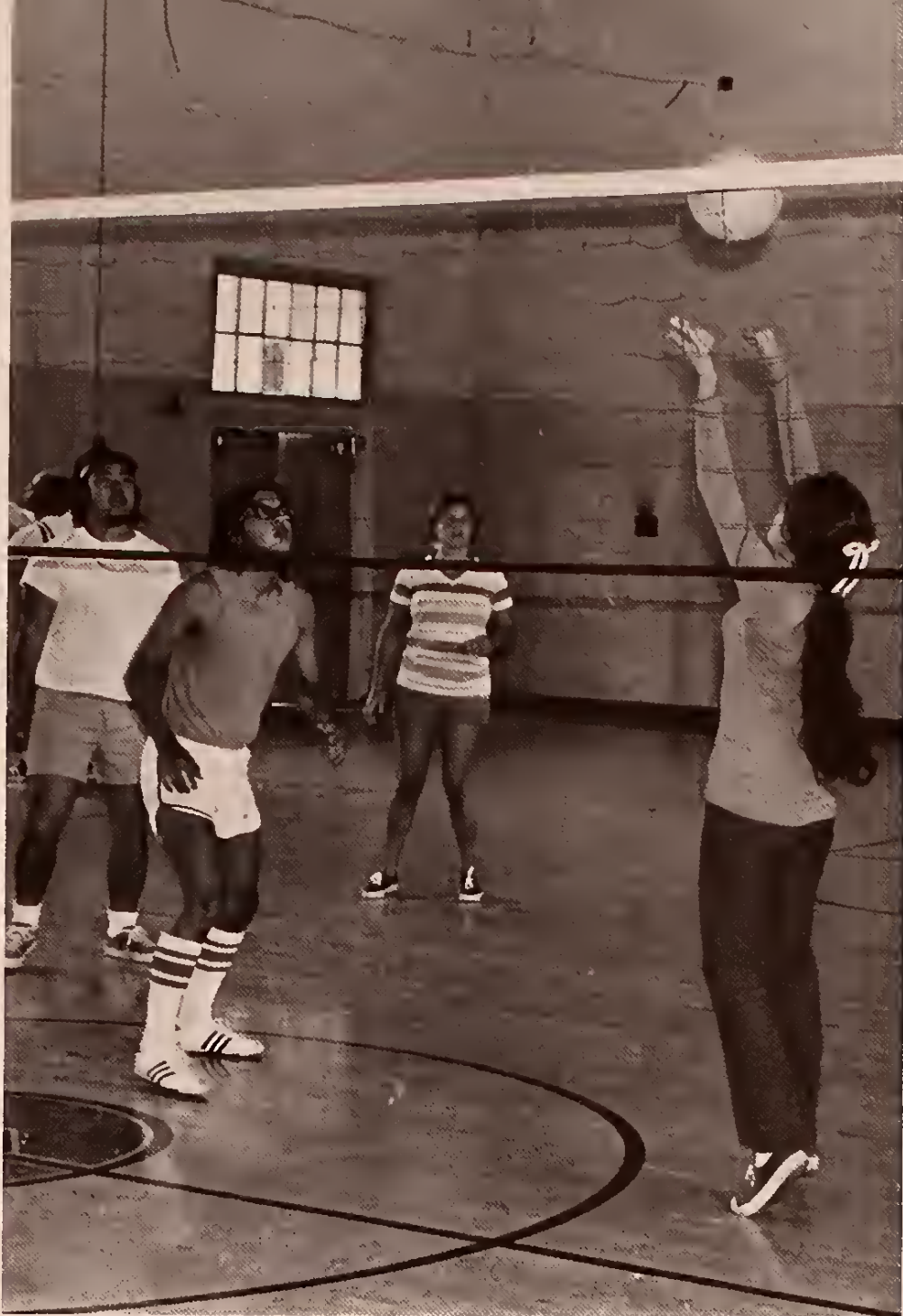
Southpaw Rich Troedson wound up his career as one of Santa Clara's top all-time pitchers with a school record setting 13 wins against only 2 losses in the 1972 season. His forty career victories and his overall .769 winning percentage were also new SCU records. In recognition of his talents, the four year first team WCAC all-star team member was accorded league MVP honors in 1972.

Rich Troedson





co-rec



PIPESTAGE GETS REMODELED



GENESIS

Genesis. A full day of seminars, workshops and movies, presented by and about women, was held in early May under the sponsorship of the women students at SC and the office of Dean Consuelo Rodriguez. The topics covered varied from sex role stereotyping to auto mechanics to jujitsu and self defense, and came under assorted titles

like 'Misogyny and Misinformation: Archie Bunker looks at Feminism,' and Women and the Law: Second Class Citizens.' The final presentation of the day was made by several Santa Clara students, including Lynne Yates and Laura Scotlan, and dealt with 'The University of Santa Clara: Teaching Woman Her Place.'





'WE REFUSE TO BE ABSORBED!'

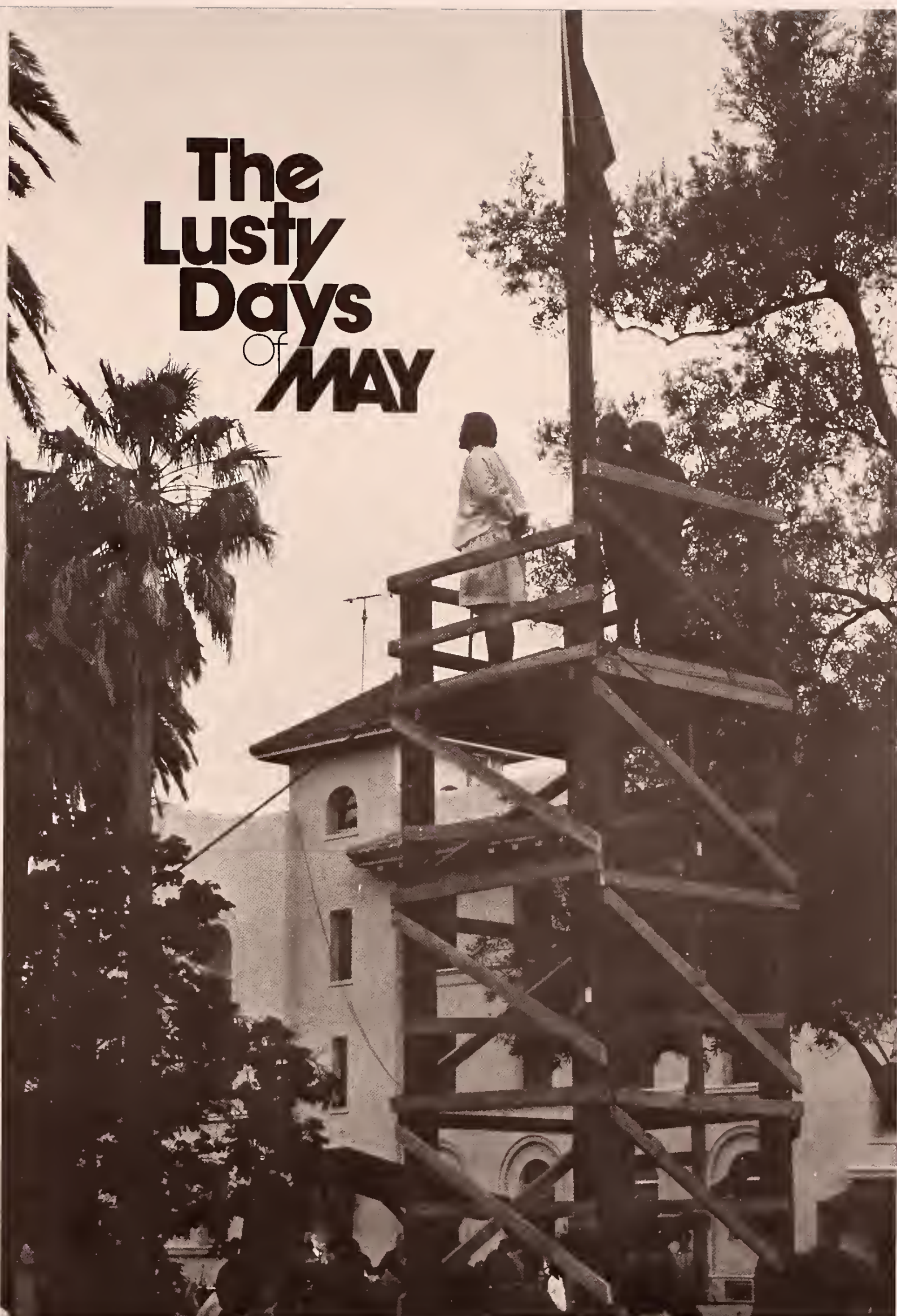
It was a controversy that offered no easy solutions. Chicano law students demanded an increase in their numbers to more closely reflect the population of the San Jose area, and law school officials could find few places in an already crowded school that had an over-abundance of applicants with excellent qualifications. The dispute led to picketing, marching, and the breaking of windows, but not to any real solutions.



ZUNIGA



With a warm and moving display of sculptural pieces, the great Mexican master Francisco Zuniga explored the essence of womaness in a May Showing at the DeSaisset. One of the best received and best attended shows presented during the year, the show consisted of a variety of studies in bronze concerned with the female form and the humanity that vitalizes that form.



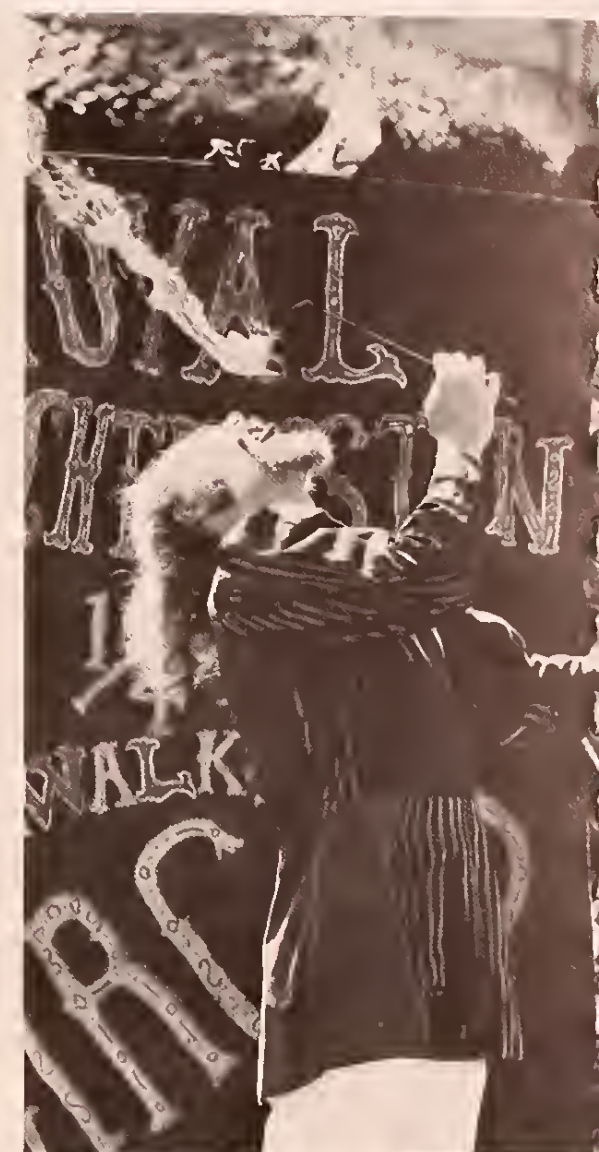


The Lusty Days of May brought a delightful combination of fun, foolery, and food to the Mission Gardens for two days in early May. Executions, May Pole dances, puppet shows, craft shows, a kissing booth, and lots and lots of happy people turned the gardens into a Medieval faire-grounds.

One of the most popular pastimes was the execution -- one simulated, one almost real -- of the Dean of Students Steve Olivo and the Vice President for Student Services Mark Ferber. The penny votes that elected the two victims went to Kids on Campus, and the unfailing popularity of the two administrators filled the KOC coffers full.

Among the other sights and sounds of the faire were cries of 'Tamales! Genuine Mexican Tamales!', short comedies presented by the Theatre Arts Department, Chinese writing on name cards, an announcement tower topped with bellowing baritones, and the delighted laughter of the scores of little children who came to the faire as part of Family Day 1972.

A great number of those delighted young squealers, and a good number of their enchanted elders, could be seen near the quarter circus ring whenever Father Nick Weber presented his on man 'Royal Lichtenstein Circus.' Undoubtedly the most popular attraction of the faire, the circus and Fr. Weber' pantomines left everyone enraptured, and Fr. Weber and his circus left with cries of 'Joy! Let Joy kill you!'









A NIGHT OF POETRY



One of the first events to plumb the potential of a remodeled Pipestage was a poetry reading by Santa Clara and San Francisco State students of their original works. With food and drink available, and the small, intimate setting adding to the effectiveness of the reading, The Owl (which sponsored the reading) had provided SC students with an enjoyable and relaxing evening.



OPENING NIGHT

NEW APPROACH, NEW BUILDING



Although part of the \$10 million NOW development program, plans for the new student activities center made the center seem very much more like something from the future. Planned by the Houston firm of Claudill, Rowlett, and Scott (CRS), the new building will actually be a 'non-building' in the words of university consulting architect Philip B. Welch. The center will be contained within an earth berm and will be covered by a plastic top supported by nothing more

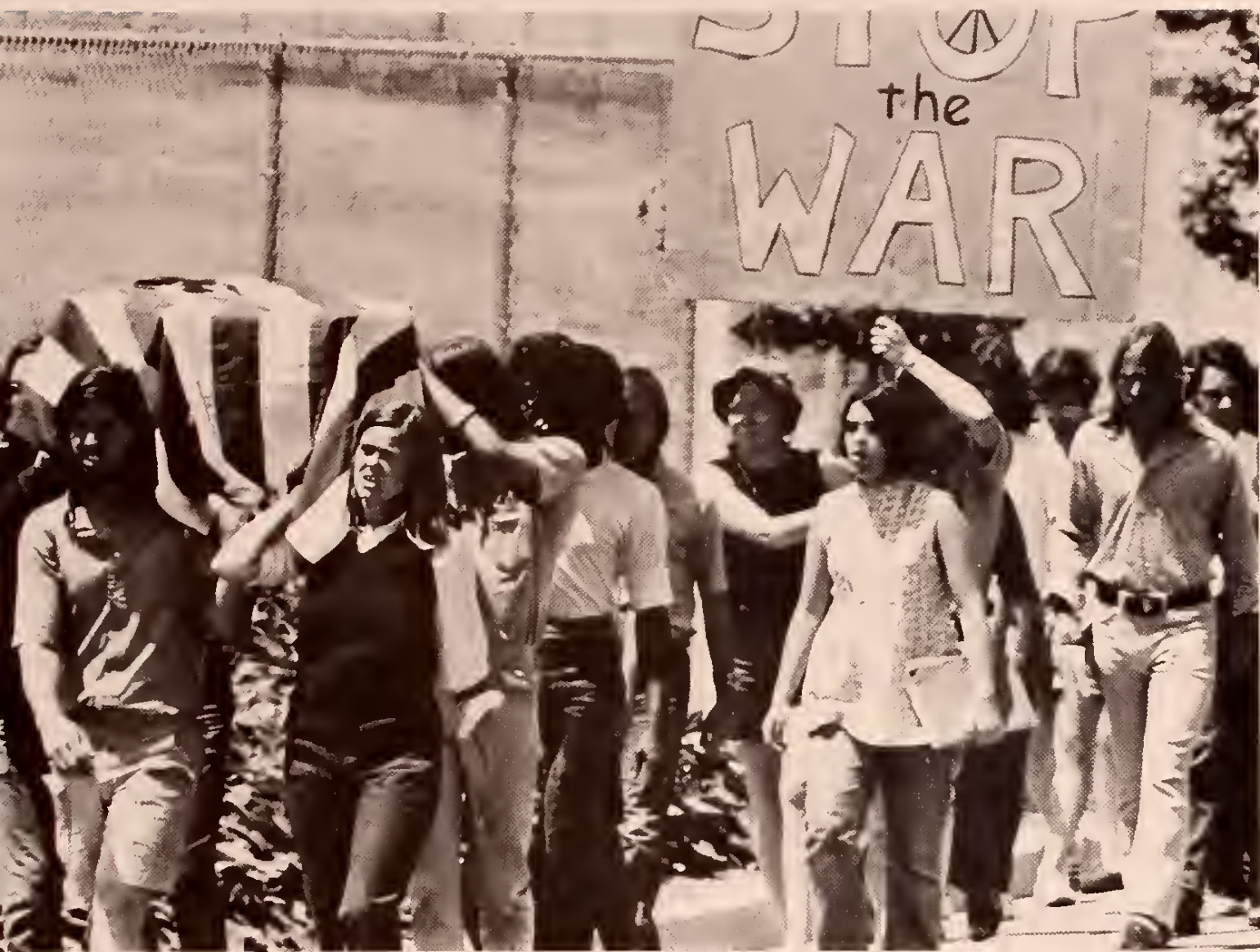
than air pressure.

The design of the building is not the only innovation that CRS brought to Santa Clara, however. The manner in which the center was planned was also strikingly original. In three separate week long 'squatter sessions' the firm sent a design team onto the campus to discuss all the desired features and possibilities of the center with literally anyone who was interested, and at the same time actually made plans for the building.



Hoping to focus community attention on the fact that the Food Machinery Corporation (FMC) is a leading producer of defense materials, with 33% of its profits war-related, more than 100 Santa Clara students participated in a 2 mile march from the campus to the FMC plant near the San Jose Airport. The march was sparked by the escalation of the Vietnam war, but the march itself was a definite de-escalation of the classic marches of the late 1960's. The march was extremely orderly and peaceful, there was no feeling of hostility, only a quiet determination to make people 'think about what's happening.' Although several students sat in the entrance of the FMC building and indicated their willingness to be arrested, no one was taken into custody.





ON MARCHING

It was early in November that the first major peace march of the school year was staged in San Francisco, and a lot of Santa Clara students participated. Because they felt concern about the war. Because they were irritated by the ever-increasing number of casualties due to American intervention. Because they believed this was a viable means to bring their discontent to the attention of President Nixon. Because peace marches in The City were usually enjoyable activities where people could get together and chat about a common topic. Such as war. And killing. And inhumanity. And the weather. Then early in the spring another peace rally was held in San Francisco, and again a number of Santa Clara students participated. Because the war was continuing. And the killing was continuing. And discontent was killing. And because it was such a beautiful spring day...a lovely day to take a long walk in the San Francisco sun and listen to David Harris and Jane Fonda. And to say, 'I was there.'

This would probably have been the final march to fulfill the year's quota. Marches have become something of a semi-annual ritual since the initial rallies of the 60's. However, President Nixon decided to go and surprise everyone by renewing the bombing in North Vietnam and by mining Haiphong Harbor, so these drastic measures had to be met with marches. And pamphlets. And campaigns. And fasting. The President had to realize how deeply this latest move was affecting the thinking people. A number of Santa Clara students sent letters to Washington, D.C. expressing discontent with the current state of affairs. They received copies of a presidential speech full of promises. Empty promises at that, but at least it's more than the marchers got.

Marches simply do not work anymore. Perhaps at one time, peaceful rallies and demonstrations were a successful means to alert the government to the ideas of the people. The initial marchers were trend-setters. Marchers were a daring set, then. No one knew exactly how the police or the government or the newspapers or the man on the street would react to a line of people peacefully requesting an immediate end to a war. Or demanding racial equality. Or petitioning equal wages for women.

There was an element of suspense connected with the march, an aura of respect regarding the marchers. They appeared to be risking something for their beliefs, and they were to be admired for this show of guts.

And it seemed that the initial marchers were achieving their objectives. They were gaining a good deal of publicity. People noticed them and listened to their ideas.

But pretty soon, everyone realized that marching in a demonstration did not mean a trip to jail. And they noticed the attention and recognition the marchers were receiving. And those who had not had the courage to previously stand up and march for their demands now saw that it was safe to do so.

And so protest marches became a seasonal ritual. At each change of season, the organizers of peace rallies feel it is once again time to alert the populace to the fact that the war is still going on. Perhaps this is the purpose of the present peace marches. Surely they must have some purpose. They haven't brought about an end to the war. They haven't stopped the bombing in the North. They haven't helped release prisoners of war. They haven't even served to unify the people as they once did when the marches were a new idea.

Many of the individuals who participated in the early marches are disillusioned with the state of the present peace rallies. They realize that the problem is still present, and that the marches now are accomplishing little other than wearing out shoe leather and wearing down patience. A number of participants are still sincere; there will always be participants in a cause who will fight to the last minute for their idea.

'That would have been me out there last year,' commented one Santa Clara student watching a little march winding around the campus this spring. This year she wasn't participating. 'It doesn't accomplish anything. It almost seems childish now.'

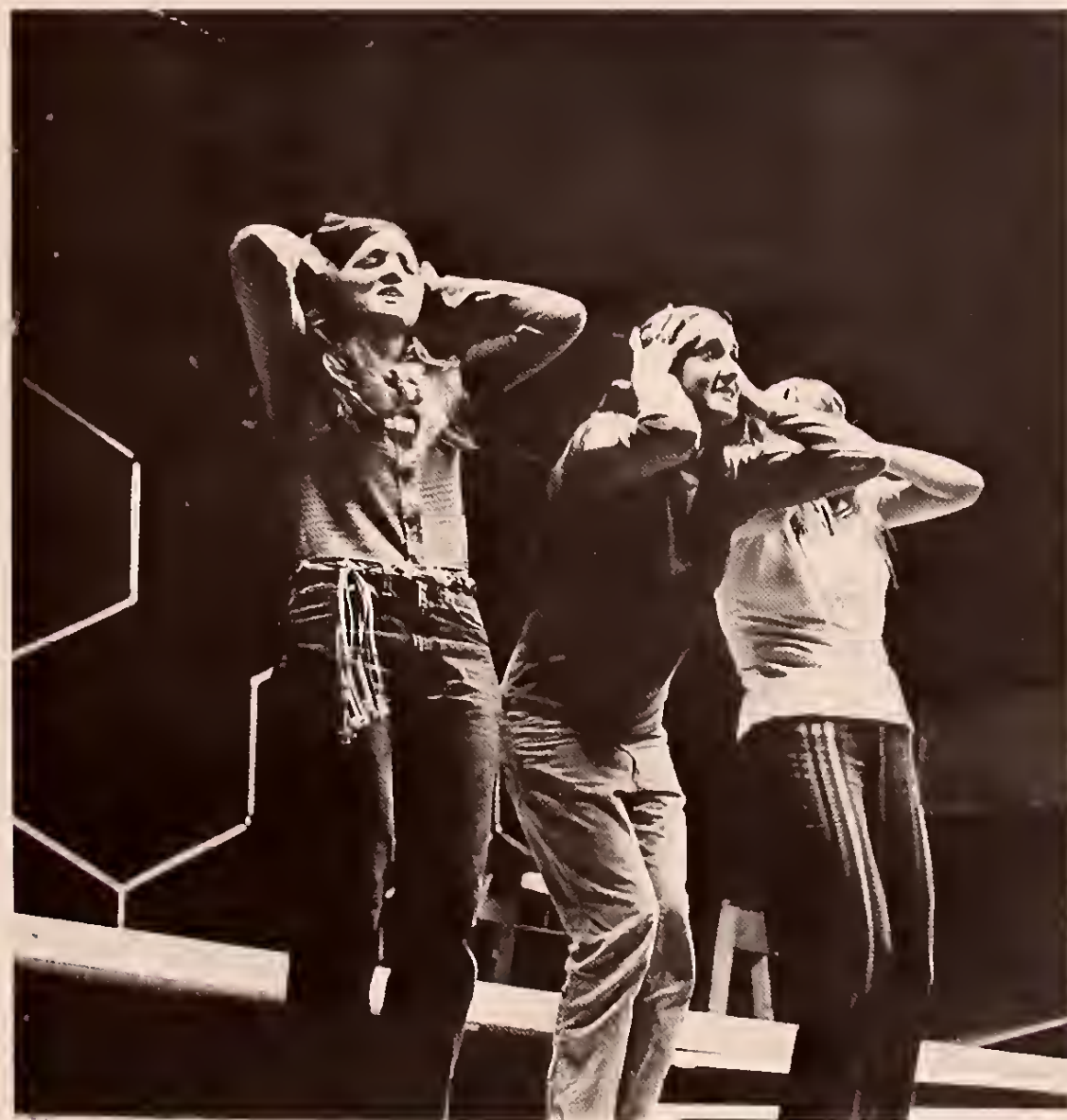
It is time to get something new. People cannot spend the rest of their lives marching. A march without a purpose becomes only a long parade of fools. This is not the way to achieve objectives such as an end to a war or a release of prisoners. The days of the successful marches are over, but the frustration for many remains.

The sad part is, no one seems to know where to turn.

THE SPRING PROTEST AT FMC



BEULAH LAND





When the Theatre Arts Department first announced plans for an original musical play, there was more than the usual nervousness about the production; the last time the University had presented an original musical, it had gone over like the proverbial lead balloon. Thus it was all the more triumphant when the opening night audience staged a nearly hysterical standing ovation for Robin Federick's 'Beulah Land.' And every night after that, Lifeboat Theatre was jammed with wildly enthusiastic standing room only crowds that delighted to the tale of Jaya Jajachabouy, 'a man who died at a young age of an old disease . . . he didn't know who he was.' Paul Mack portrayed jaya in the play, with other major roles filled by Marya Maddox, Phil Althouse, Greg Kachel, Patti Walker, George Kornievsky, and every other member of the cast and chorus. It was an experience of joy for everyone that the play touched.

a midsummer night's

dream

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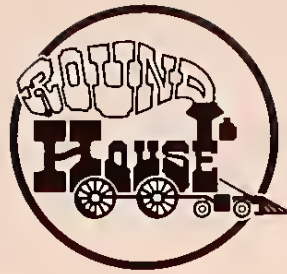
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We also wish each one of you success in your chosen career.

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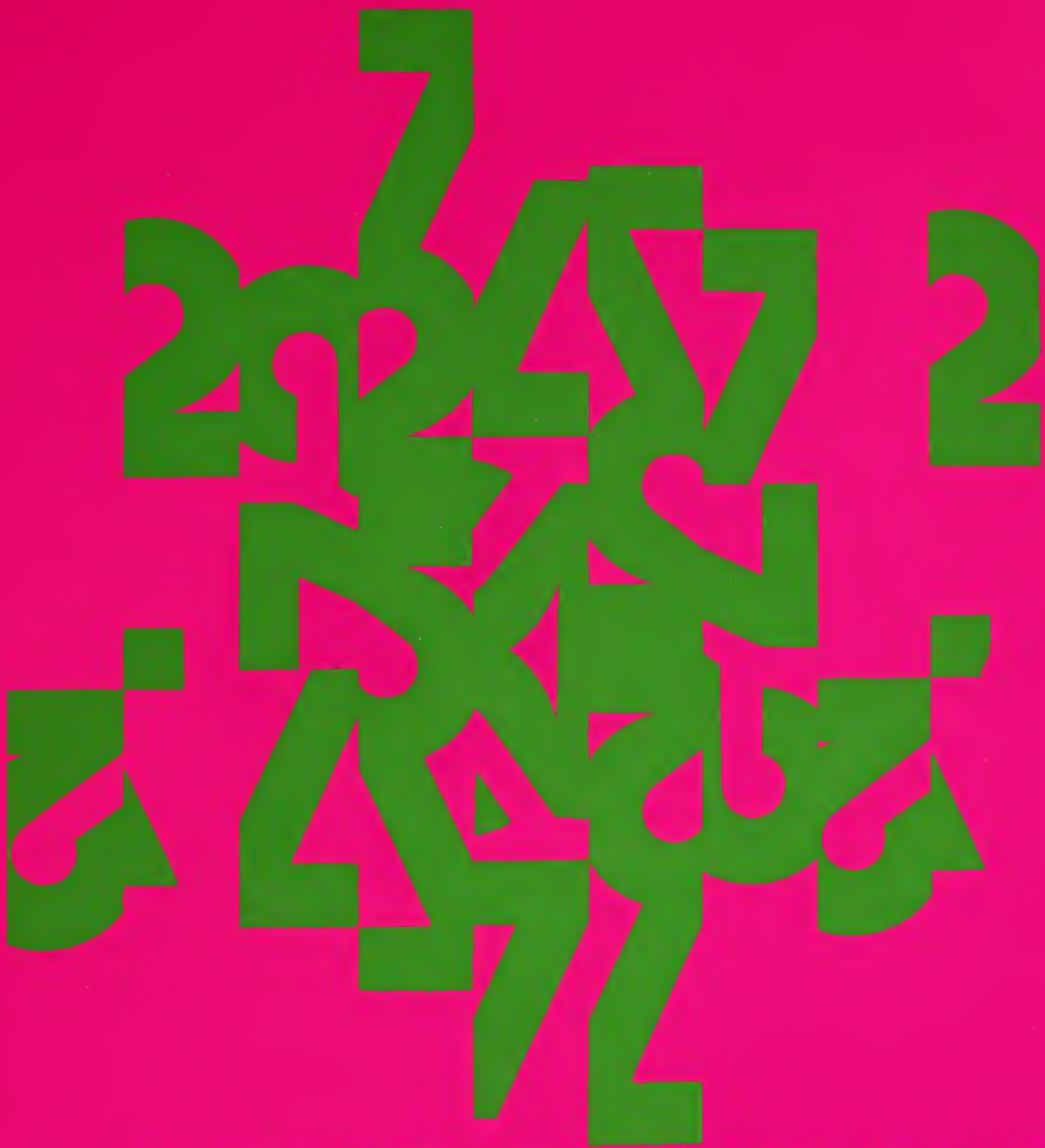
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1972—THE UNIVERSITY OF SANTA CLARA



**'THE INITIAL ACT IS TO
ATMOSPHERE WHERE**



**CREATE AN OPEN
GROWTH CAN OCCUR.'**

Growth. It is all around us, as obvious as a baby's first step, as imperceptible as the budding of a rose. A seed becomes a tree, but how? A child becomes a man, but when? And why?

Fundamental questions about the reasons for growth are as fascinating, as mysterious, and as ultimately impenetrable as questions about life itself, for life is growth. Whatever is alive -- a tree, a man, or a nation -- must change, must grow. Whatever stops changing, whatever stops growing, shrivels and dies.

And so a university must grow, for it is alive, alive with the exchange of ideas, alive with the building of dreams, alive with the growth of minds, and with the growth of a spirit of community. Because it is alive, the University of Santa Clara must change. Santa Clara must grow.

At first glance, Santa Clara's continued vitality might seem assured by the tremendous 'growth' of the last decade. The size of the student body has tripled, numerous modern buildings have been built, and now, a ten million dollar development program will raise new masses of concrete and glass. But this mere numerical and physical growth can never keep a university alive; a university needs the growth of minds and spirit to sustain itself. Fortunately, Santa Clara has had this kind of growth, too.

Slowly, subtly, there has been a change in the spirit of Santa Clara, in its intellectual and emotional atmosphere, that completely overshadows any physical growth. This change has not yet reached everyone at Santa Clara -- like all growth it is slow and often imperceptible -- but changes have indeed occurred. A new seriousness about learning, innovations in the academic process, a surge of student creativity, and an emphasis of individual action -- all these changes indicate a growth in the sense of university at Santa Clara.

Just what the spirit of these changes is, or why this dynamic growth occurred now, or where it will lead are questions as unanswerable as when is the exact moment a child becomes a man. Like all basic processes, growth is so essential that we cannot survive without it, yet so fundamental, so 'obvious' that we cannot explain it. Thus in trying to capture the spirit of this growth, we are reduced to simply pointing out specific changes. Just as we recognize the growth of a tree by the appearance of new leaves, we can but look at these changes as signs of Santa Clara's growth.

In this book are seven leaves from the university tree, seven articles dealing with different areas of the university that have changed. The articles represent individual viewpoints, individual attitudes about the changes that have occurred. And like all individual viewpoints, they may not be universally shared. Nor should they be. To claim that these changes are complete, or that they represent the way Santa Clara should be ignores the essential feature of growth: continuous change. Which ever leaves we happen to point out, we must always remember that they grow from the branch of past achievements, and that they themselves will eventually fall away to make room for newer leaves.

Any effort to maintain perspective about this new growth, however, should not prevent us from reflecting on its beauty. After years of lying dormant, Santa Clara has begun to grow again. And this new growth itself is the most important change of all. These leaves are only a sign, a sign that the tree is growing. That the tree is alive.

RAH! RAH! RAH!

**WITH
A SPIRIT
NEVER KEEP
YOUR FLAMING
BANNERS
FLYING
RED & WHITE OF
SANTA
CLARA!**



Fight! FIGHT!, FIGHT!

Something's happening to Santa Clara.

A change in attitude; a change in direction. Whatever it is called, SC students are finding both the hey day of the 'rah, rah, rah!' spirit, and the stifling era of student 'relevance' gone. Whoever he turns, the student of 1972 finds that, like the drummer on the preceeding page, he must march to the beat of his own drum because there is no other drumbeat to be heard. The roots of this change, and where it might lead, are examined here in:

SANTA CLARA 1972:

perspectives on a changing university



The contrast between the 1968 version of the Red Hat Band and the newly formed Chamber Orchestra provides one of the most striking examples of the change in attitude at Santa Clara. Complete with beer kegs, assorted costumes, and striped vests, the Red Hat Band

produced lots of noise, caused a lot of laughter, and occasionally made some music. The student initiated orchestra (opposite) provides SC students with the first real opportunity for musical self-expression, and presented a number of concerts this year.

This I conceive to be the advantage of a seat of universal learning . . . a university . . . a place of education. An assemblage of learned men, zealous after their own sciences, and rivals of each other, are brought together by familiar intercourse and for the sake of intellectual peace, to adjust together the claims and relations of their respective subjects of investigation . . . Thus is created a pure and clear atmosphere of thought which the student breathes . . . He profits by an intellectual tradition which is independent of particular teachers, which guides him in his choice of subjects, and duly interprets for him those which he chooses. He apprehends the great outlines of knowledge, the principles on which it rests, the scale of its parts, its lights and shades, its great points and its little, as he otherwise cannot apprehend them. Hence it is that his education is call 'Liberal.' A habit of mind is formed which lasts throughout life.

--- John Henry Newman
The Idea of a University



In 1852 Cardinal Newman wrote eloquent words about the role and function of the University in the modern world: it is a place of independently directed work, a structure which is alive with intellectual and cultural action, an atmosphere where creative growth can be engendered and nurtured. In the recent past, the University of Santa Clara was not generally regarded to be such a place; rather, the University was known, in descending order, for the alcoholic capacity of its students, its football team, and its quaint and lovely campus. With rare exceptions, the hedonistic and irresponsible 'Bronco' mentality was dominant among most students and many of the faculty and administration.

Fortunately for the SCU student of 1972, that whole orientation is changing, and changing radically. There is, for the first time here in years, a sense of 'university' lingering about Santa Clara, a sense that this is, in fact, an academic community dedicated to serious and important goals. Indeed, we're becoming the sort of place that Newman wrote about a century ago.

by t.m. lucas

It's hard to define the difference between the Santa Clara of spring 1972 and that of 1970 or 1971. Perhaps it is best to say that there is a new mood of seriousness and intensified interest in learning that simply was not here last year. Very many students are spending more time on their classes and feel that they are getting appreciable returns for the extra effort expended. Among the students there is a tacit understanding that we, as students, are involved in a valuable and necessary endeavor, one whose claims far outstrip the demands of 'relevance' and 'meaningfulness' which dominated campus life of the 1960's.



The Vietnam Moratorium in November 1969 was the high point of the Vietnam War protest across America. The huge San Francisco march brought

hundreds of thousands of people -- 'hippies,' doctors, housewives, factory workers, Santa Clara students -- to the streets in protest.



Frustrated in their efforts to end an unjust war, but wiser with the realization that they could not change the world in a day, Santa Clarans returned with a new

determination to learning about the world they so wanted to change. Deep in thought, two students participate in the exchange of ideas at the February Idea Faire.

Why did this dramatic change of emphasis and mood occur? What factors have come together to make the University a university again? There was no administrative fiat which pronounced that Santa Clara would become a more serious institution, no great faculty revolution demanding an intensification of scholastic and cultural inclinations. Indeed, there wasn't even a great, noisy student uprising to cause the change. It was, rather, a subtle, quiet, almost unreflected upon phenomenon; it happened, and no one really knows why. Yet many people do know that much good has come from this new mood, and thus, there is value in an attempt to analyze many of the changes and innovations of 1972, and try to pin down the ineluctable mood of a serious year.

Universities all over America were quieter in 1972 than at almost any time in the last ten years; a decade of violent revolution has spent itself, and has left a generation of tired, older and wiser veterans in its stead. The freshmen of 1972 were freshmen in high school during the Chicago convention of 1968, and were twelve years old when Mario Savio began his activities in Berkeley in 1964. All of the students at the University in 1972 have spent a major portion of their academic lives hearing, seeing, and reading about 'The Revolution'; it was, for us children of the 60's a commonplace event to participate

in demonstrations, to wave flags--- our own or the Viet Cong's---and to shout daring slogans.

'The Revolution' was, in fact, a great romance for many, a chance to man the barricades and make the amorphous 'them' listen. The demands were often just--for civil rights and the end of the War--and often ignored. The War goes on even in 1972, our nation is still divided racially, there is still unrest in many quarters. The college student of 1972 is tired: tired of being propagandized, tired of the frustrations, tired of the vainglory that the end of a romance always brings.



Confrontation tactics were not isolated to Columbia or Wisconsin in the era of student revolt. The firing of 2 RA's for a parietal hours violation sparked this 1969 sit-in at the dean's office. While such tactics are not yet

extinct -- witness the Chicano sit-in at the ASUSC office protesting the fund freeze -- they have become the exception rather than the rule.

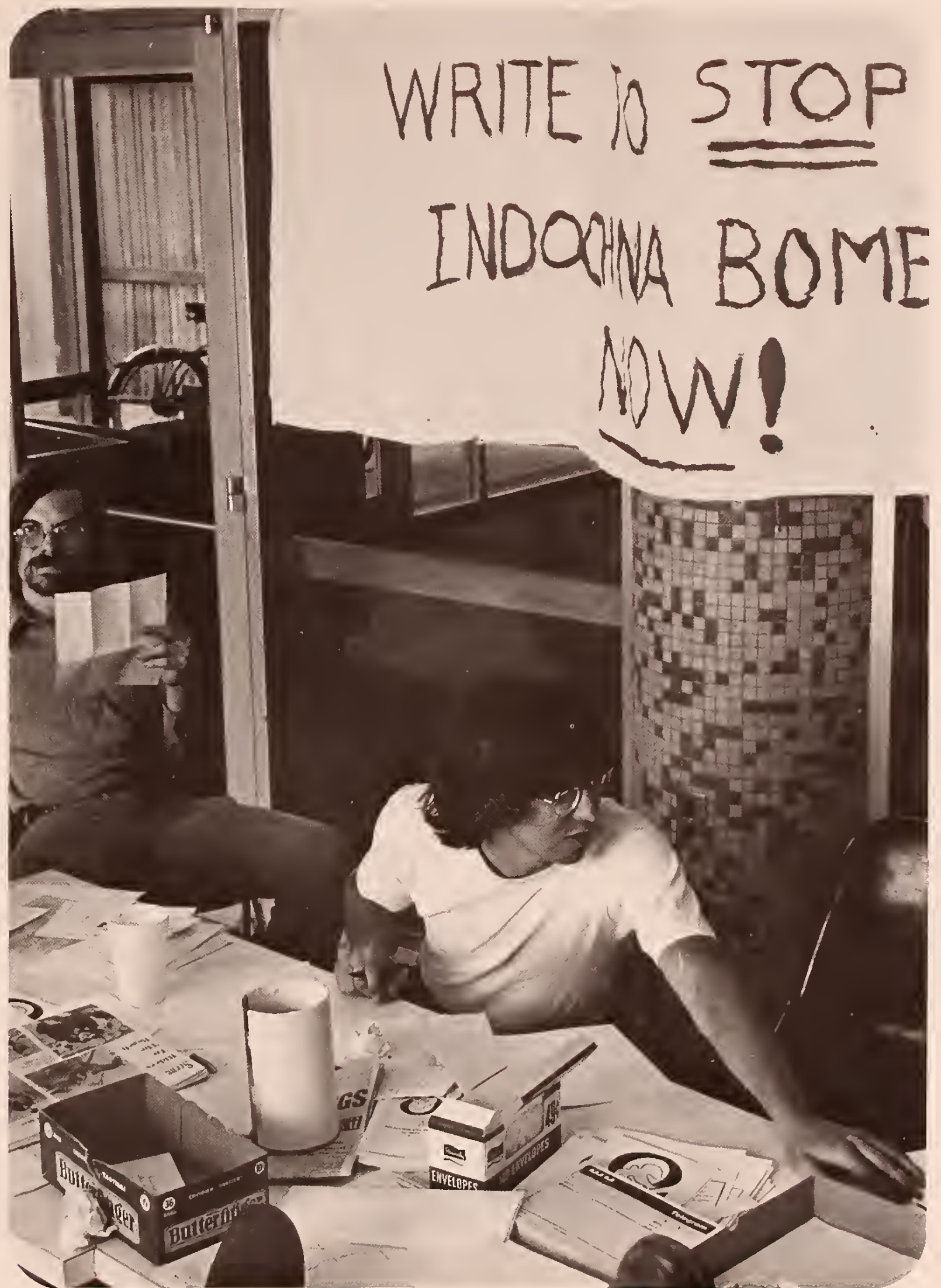
Santa Clara did not escape the explosion of protest that followed the May 1970 invasion of Cambodia. Students boycotted classes, tried to broaden opposition to the war by leafleting, held mass meetings, and got an extra 2 weeks of vacation when SC was 'shut down' in wake of the protest.



The bullets at Kent State killed that romance, and many began to rethink the ends and means of the 'movement,' on its goals and the possibility of their fulfillment, on the position of our schools in our political lives. That rethinking, coupled with the newly-won voting franchise and the grinding fatigue of a decade of constant and almost invariably frustrated action, has contributed, I think to the calm that is present today.

The word 'calm' can be deceiving: it can be mistaken for apathy and lack of concern. Certainly part of the calm of Santa Clara, 1972, might be attributed to apathy: with the traumatic conclusion of any great emotional involvement there is a natural turning away from all commitment. Deep wounds take time to heal. But much of the quietness was the calm of serious individuals with serious endeavors, whose vital concern with the major problems of the day evoked equally serious--though oftentimes undramatic--positive action.

Only a few examples of the changed response need be cited: when the extensive bombing of North Viet Nam was reinitiated, students took not to the barricades but to pen and paper: within a two day span a flood of letters poured out of the University to Washington D.C. The mining of Haiphong was not met with violent protest, but by fasting and non-violent, prayerful demonstrations. Rocks have not been thrown, but reasonable, insightful words--words of educated, sensitive men and women--have.



A sophomore poli-sci major, describing himself as a 'pragmatic activist', summed up the practical necessities of the day: 'The movement has lost its glamor for the majority of students. The dedicated activists are either out of school or working within 'the system'. The era of 'let's point out the problems' is past; practical solutions are being called for.' To effect solutions more is required than simplistic slogan chanting and demonstrations: working 'through the system' is a clear necessity to get things done and to maintain individual integrity.

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IF
ED AT
AT ANYTIME

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When a lowered voting age made the possibility of working 'within the system' a reality, a great majority of SC students registered, then exercised their newly won right.



For a decade the 'individual' was lost in the absolute necessity of being 'different', which difference was most often manifested by the most rigorous sort of conformity to the new mythology of youth: indeed, being 'different' came to mean being the same as everyone else. The emphasis has shifted from the collective--demonstrations and concerts of 500,000--to the truly individual. It has taken a while, but the lesson is finally being re-learned that outward characteristics of hair, dress, and stereotyped opinion do not constitute true individuality, but rather it is an understanding of self and cosmos which sets the individual apart from the herd.

Among that herd were the 'Broncos', a generic group whose establishment of individuality was aided, if not induced, by Charlie Graham jackets, beer drinking, and easy C's. As individually conformistic as any groupie, the 'Bronco' was known for his peculiar drinking habits and choice of colors--red and white--as well as a penchant for amazing vulgarity. The breed is dying out, slowly, as the realization that machismo is not manhood is arrived at, and as prejudice of the day against older 'initiation rites' continues to spread.

Today, the serious and independent student is no longer caught between two hostile and all encompassing camps. He need no longer pickle his liver nor 'sit in' on the Dean's office to feel he is a part of Santa Clara. Adding to this destruction of confining stereotypes were the efforts of Lynn Yates and the Coalition for Personal Freedom. With newspaper and magazine articles, and with discussions in and out of the classroom, they made the Santa Clara community aware of the limitations and degrading conceptions it often forces on women. And here again, the method chosen was intelligent reasoning, not strident demonstrations and threats.

True or not, the joke that Playboy Magazine once refused to rate Santa Clara as a drinking school because it had 'gone professional' was indicative of sacrosanct aura that surrounded the consumption of 'amber ambrosia' at SCU. It was also indicative of the general state of a university where students had nothing better to do than submerge their brains in alcohol. Today, the mindless gulping of alcohol still occurs, but it is no longer a major sport; students have found more creative things to do.



The re-discovery of the true individual--the 'inner man' who is sensitive and mature--was also manifested in the individual's pursuit of knowledge, and appeared as new and innovative programs. The practica programs have enabled students to receive academic credit for individual study and field work in their major areas while gaining valuable on-the-job experience. Such programs as the Renaissance Institute gave students the opportunity to do extensive inde-

pendent work on a one-to-one basis with a faculty member in his speciality area. The number of directed readings and research projects has also increased due to students' desires to do independent work. In all such projects, the burden of proof rests squarely on the student; the successful handling of increased responsibility and freedom has worked to increase academic confidences.

The trend towards increased individuality has also been noted in various University-connected organizations, and is most notable in the Santa Clara Community Action Program (SCCAP). Although membership is down from previous years, the scope of SCCAP had widened from tutoring alone to some thirteen community service projects in the Santa Clara Valley. The expansion of programs is the result of personal initiative by students, and of the individual's willingness to take charge of an individual project.



...IT IS MORE CORRECT TO SPEAK
OF A UNIVERSITY AS A PLACE OF
EDUCATION, THAN OF INSTRUCTION...

john henry newman



Insofar as the University is a place of 'education' of the individual, it must serve as a cultural center as well as a location for the disbursement of random facts. During many periods in its 122 year history, Santa Clara has been one of the major cultural centers of the Bay Area. In recent years, however, the University was something of a cultural wasteland, a center for football games, beer drinking contests with one big flashy event in the year--Homecoming. This year things were very different and very much improved. Almost exclusive credit for the cultural and social reawakening of the campus must go to a remarkable individual, ASUSC Social Vice President Bruce Labadie.

'I saw the pessimism here for the last couple of years -- people leaving Santa Clara for more alive places -- and decided to try to counterbalance these attitudes,' Bruce says. 'We wanted to show people that this place and the people in it have the potential to do different and exciting things. All it takes is a little imagination and some hard work to realize that potential. The initial act is to create an open atmosphere where growth can occur.'

In that open atmosphere, growth has, indeed, occurred; a larger number of students have become involved with University-sponsored activities than at any time in recent memory. The wide range of frequent social and cultural affairs--from Medieval Faires to Hans Kung--drew in large numbers of students from every area of campus life, and aided in the distillation of university spirit at Santa Clara in 1972.

Intimately involved in the cultural revival on campus are the de Saisset Art Gallery and its directrix Lydia Modi-Vitale, who worked to increase student interest in the arts by opening the gallery for other cultural events--mini-concerts, poetry reading, film festivals--in addition to the continually changing art shows. Student interest--critical and otherwise--has soared with attendance figures.

This increasing Cultural awareness can be interpreted as a further manifestation of the mood of seriousness on campus: an active interest in the arts is an integral part of the 'habit of mind' which Newman wrote about a century ago. Indeed, this more thorough integration of the arts and academics is a sign that the concept of the 'liberal' education--one suited for the free man--is still viable in the latter half of the twentieth century.

Taken together, these changes show not only the extent of the new mood, but also indicate the essential element of all the changes--a new chance for Santa Clara students to grow as individuals. This is the real change, that Santa Clara has become an open place, a place where an individual can really be just that--and still find something in common with this university.

new
directions

1/practicums

2/art&music

3/academic innovations

4/the desaisset

I PRACTICUMS

MOVING INTO THE REAL WORLD



By Jeanne Huber

A recently-expanded academic program known by the rather nondescript title of 'practicums' this year gave students some fantastic opportunities to work in off-campus businesses and agencies while receiving academic credit for their work.

Practicum students work in a wide variety of places--this year at a local poverty law agency, a home for delinquent girls, a public relations firm coordinating Joseph Alioto's campaign for mayor of San Francisco, the National Atmospheric Research Center in Boulder, Colo., the Ames-NASA Research Center in Sunnyvale, a hospital for emotionally disturbed children and even a Hollywood movie-making company. The variety of practicum programs available is limited only by the interests, imagination, and initiative of the students and the supervising faculty members. Though the original practicum program operated only through the College of Sciences, the program is now open to students in all colleges. The expansion has largely been due to individual students' initiatives; students have succeeded in establishing practicums with little administrative hassle simply by asking that special programs be arranged for them. For example, the first College of Humanities practicum placed a student with a San Francisco magazine staff after the student asked an English professor to find her such a job. Students active in SCCAP-the Santa Clara Community Action Program-are now trying to arrange practicum credit for students interested in providing needed community services, such as setting up a credit union for low-income people.

Other practicums have resulted from faculty and administrators' contacts with private

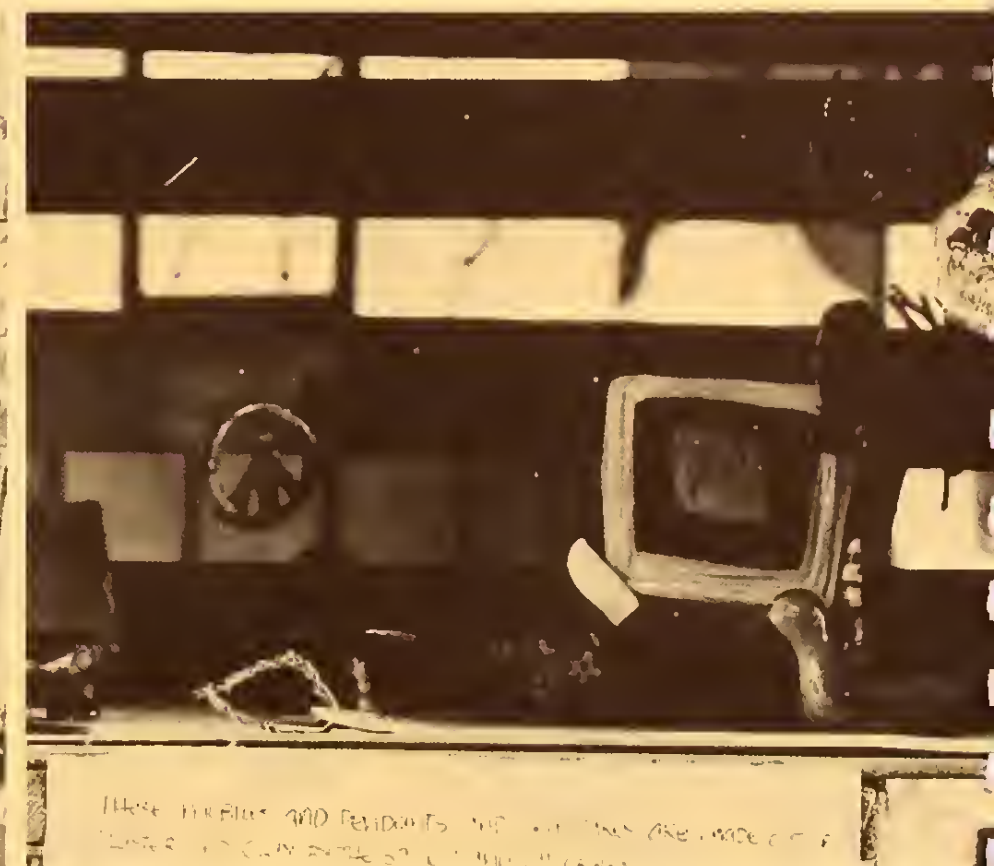
and public agencies. The program with the movie-making company was arranged with the help of Miss Joanne Sanfilippo, a regent of the University. Other programs have been started by individual faculty members because they want the practicums to offer as wide a variety of experience as possible.

The Physics Department pioneered the program several years ago when it began sending one of its students each year to work at the Atmospheric Research Center in Boulder, Colorado. But the present practicum program really took shape under the direction of the Sociology Department. Two years ago, four students began work in Sociology-directed practicums. This winter and spring almost twenty students each quarter were involved in Sociology Practicums, another twenty-five in programs sponsored by the Psychology Department, and a half dozen more in programs coordinated through the Political Science Department.

Practicums have helped students find jobs they would like to pursue after graduation and they have helped some students realize they don't enjoy work like that of their practicums. Some of those who worked in the psychotherapy program at Kaiser Hospital last year, for example, are still working at the hospital as interns. Other students have found that they become bored with the exclusive one-to-one psychoanalytic environment.

Though they often place students in social-work environments, practicums are not simply sophisticated volunteer work programs. Nor are they merely job training programs.

'What the practicum is not, is a chance to simply do some work in the community which is



These figures and pendants are made of clay and are made by the students of the pottery class.

of interest to the student. Beyond that, it involves having a research problem, gathering information to solve that problem, and analyzing the solutions,' says Joseph DeMartini, coordinator of Sociology Department practicums. Practicums, he says, are supposed to make students 'critically observant;' the programs are 'analytical as well as compassionate.'

Many of the practicums gave students a chance to work in a variety of teaching situations, from the traditional St. Claire's and Lone Hill Elementary Schools to the more experimental Leonard Herman Elementary school. Both the Sociology and Psychology Departments had practicums at local Head Start pre-school centers, and placed one student with 'Project Idea', a program for deaf children ages 1½ to 3.

Five students worked this winter with the Santa Clara County Juvenile Probation Department, and two worked with the San Jose Legal Services, a federally sponsored program to give legal aid to the poor. Students also worked with the Santa Clara city and county planning departments-programs which allowed them to study urban sociology, the interaction of power groups and the whole question of taxation and efficient use of land.

Political interest provided the basis for many practicums. One student worked full time with the State Central Democratic Committee in San Francisco in a practicum offered through the Political Science Department. Other political science practicum are placing students with local state legislators. Several students spent an entire quarter in Sacramento, working with Assemblyman John Vasconcellos' office in a program run through the Sociology Department. Almost the

entire staff for Santa Clara mayor Gary Gillmore's campaign for Congress were Santa Clara students working on practicums.

A particularly exciting program which has taken students in the past and which hopes to do so in the future is an arrangement with the United Auto Workers which allows a student to sit in on contract and grievance talks for a unique view of labor's side of labor-management disputes.

As the practicum program expands, students will begin to plan their regular course work with eventual participation in a particular practicum in mind, predicts DeMartini. Students would learn theory and 'supposed solutions to problems in the classroom, and could then test that book-learning in their practicums.

Practicum work may involve an entire quarter's full time work, for which a student would receive three upper-division course credits - or only a few hours a week during the entire academic year, for which he would get only one or two course credits. Grades are assigned by the supervision Santa Clara faculty member or members after consultation with the student's off-campus supervisor.

For some students, receiving credit for their practicum work may be a bonus for work they would have done even without the practicum program; students in several tutoring programs, for example, probably would have volunteered their time - though perhaps less generously or consistently - if there were no practicum. Other students, particularly those in higher-level jobs at businesses and some social service agencies, would never have gotten their work experience without the practicum program's help.



Lynne Laney and Sue Banducci discovered the world of children's art when they taught arts and crafts to the pupils of Saint Claire's grammar school. Working under an Art Department practicum, they taught the classes, wrote evaluations of the experiences, prepared a Santa Clara



showing of their students' works (shown above), and even help produce this yearbook. The cover for this book of the 1972 Redwood was drawn by a fourth grade student at Saint Claire's; a collage of other cover designs is shown on the preceding page.



WEINER&CO.

Sue Sullivan and Kathy Habing saw the workings of a modern political campaign last quarter when they did everything from stuffing envelopes for 10,000-plus mailings to taking charge of the office work in a political headquarters.

They worked with the advertising and public relations firm of Weiner and Company and were personally watched over by the head of the firm, Sandy Weiner. Weiner frequently transferred the two girls to different positions within the organization so that they could become acquainted with all aspects of how a public relations firm operates.

Sue and Kathy received course credit through both the Political Science and the Sociology Departments for their work. Joseph DeMartini coordinated their sociology work; Dr. Mark Ferber supervised the Political Science aspects. Sue is a political science major; Kathy is an economics major.

Early in their quarter in San Francisco, the two helped organize the grassroots level of Pete McCloskey's campaign for President. Kathy was made office manager for the campaign headquarters, and Sue was back-up person to the state volunteer coordinator.

Their big effort for the quarter, however, was in Joseph Alioto's reelection campaign for

mayor. Sue and Kathy helped in the weekly polls of precincts throughout the city, and they helped evaluate the results of those polls in terms of campaign strategy. The two were allowed to sit in on the filming and previewing for the mayor's television spots, and they were present in his office the night he had some commercials taped there. Kathy helped select which radio commercials and billboard locations were to be used.

Sue and Kathy helped phone, walk and leaflet selected precincts, and they stuffed endless numbers of envelopes in support of the mayor and other candidates. But mixed with the work were some really glamorous events. The two attended the Italian-American dinner and a \$50-a-plate affair at the Fairmont, for example. And election night-- the climax of their quarter-- they helped man phones which relayed precinct tallies to the mayor and Weiner.

But not all of the girls' attention was focused on the political campaigns in which they were involved. (Kathy did her final paper on the role of the public relations firm. Sue did hers on precinct organization.) 'Our loyalties were directed toward Sandy Weiner and his company,' says Kathy. 'We were enthusiastic about the campaigns we were working on, but our loyalties weren't primarily there.'

KATHY HABING & SUE SULLIVAN



LINDA IRWIN

When Linda Irwin began her Psychology practicum arranged by Dr. Roland Lowe at the Children's Health Council in Palo Alto, she worked with one of the clinic's three pre-school classes Wednesday mornings and spent two or three afternoons a week working with or observing other therapists. She also attended weekly conferences with therapists at the center.

But because the clinic has so many volunteers and because of the composition of her particular pre-school, Linda's work with the council often amounted to little more than observation and some babysitting. The Health Council treats children who have learning disabilities, emotional problems and brain injuries.

The work, however, really began to interest her when she started working with one 10 year old boy with speech and other problems. He invariably cried during the time he was at the center, says Linda, but just before Christmas began to smile a little. And then came a

two-week Christmas recess-- and a return to whiney behavior.

The lack of quick progress with that boy and others makes the work frustrating at times, says Linda, but little thing-- a smile, a correctly pronounced word, a new enthusiasm for work participation in group activities-- makes the work rewarding.

Linda's practicum ended in december, but she's still going to the center, some 20 miles from campus, twice a week for sessions with that one little boy. 'It's something you can't just drop at the end of the quarter after a final,' she says.

Linda is a pre-med psychology major, so if she's accepted into medical school, of course that's where she will go. But if she isn't accepted, says Linda, she's seriously considering becoming a speech therapist. Before she began her practicum work, speech therapy wasn't an area of particular interest to Linda.

CHILDREN'S HEALTH COUNCIL



JIM FLAHERTY

Jim Flaherty, a pre-med psychology major, is one of 17 students participating in a three-quarter, one course credit practicum operating in several Head Start centers in San Jose. Jim and the other students work at their centers every Wednesday - - a day on which no regular University undergraduate classes are scheduled.

Each student participating in the practicum selected his Head Start center on the basis of the type of teaching method he wanted to study. Some teachers use a more structured approach than others, and one center uses the Montessori approach.

The center in which Jim worked followed the 'Baker Street' or 'English open school' model - - though he isn't exactly sure what those terms mean in relation to what actually goes on in his Head Start class. The day is highly organized, with two snack periods, indoor and outdoor play and more formal activity periods closely following one another. Children do have an option of whether they want to participate in the scheduled activity, though the option usually is only a question of joining the activity of sitting and watching or reading. Children are

encouraged to participate and most do, according to Jim. The teacher and aids constantly try to find ways to allow the children to do things on their own, whether it be pouring their own milk or cleaning up their own messes.

Because many of the students involved in this practicum are psychology majors, the students are often called on to administer the Inventory of Development Tasks (IDT) test, a nine-part standardized test which the teachers use as an aid in evaluating each child's skills and which helps Head Start officials prove to those who fund the program that it is doing something to spur the children's development.

Dr. Eleanor Willemssen, who coordinates the practicum, said before the start of the program that she thought the presence of the extra grown-ups in the classroom would allow teachers to plan more field trips with their students - - and this has been the case. Those field trips have been a side benefit of participation in the practicum for students; 'I'd never been to a pumpkin patch or to a turkey farm,' said Jim. He went to both places with his Head Start kids.



2/ART
AND
MUSIC

ART

1972



For most of its history, the American educational system was aptly summarized in the line of the children's song: 'reading and 'riting and 'rithmetic.' Education was directed to solving problems, to producing doctors, lawyers, engineers and scientists, and, almost as an afterthought, to producing more teachers. Some universities, especially such Jesuit run institutions as Santa Clara, also emphasized more humanistic fields such as philosophy and foreign languages. Nearly every learning institution, however, ignored the creative impulses of its students: the fine arts were virtually nonexistent in the classroom. A few colleges threw in one or two courses in 'Art History' or 'Music Appreciation' to show that they 'had culture,' but such pursuit as actual painting and sculp-

ture were relegated to kindergarten classes or to art schools where only slightly 'different' people worked. It was a system that both denied full educational benefits to the truly creative people who could not remain within it, and produced one-dimensional problem solvers of those who did remain.

Today, however, this neglect of the fine arts is slowly ending, and at Santa Clara, it has come to a rapid halt. In 1972, the university graduated its first fine arts majors, several of whom continued on to graduate school in the arts. The fine arts major is a prime symbol of the new interest in the arts that has caused a variety of new programs to be initiated, and provided new opportunities for individual growth for Santa Clara students.

by ed huributt



Under chairman Terrence Netter the department has established student studios for upper division majors, hoping to create a 'community of young artists.' The department library and slide collection was also greatly augmented to keep pace with rising student interest. The progress has been so rapid that, according to Netter, 'as far as the Jesuit schools go, we have the best art department in the system.'

The 1971-1972 school year also saw the introduction of etching and photo silk screening classes, as well as the first course in Conceptual Art to be offered on the Bay Area. And the effects of this expanded program was to draw even more students to the department's classes, lured by the opportunity for self expression.



Students themselves contributed to the growth of opportunities for creative expression by opening the Woom Gallery during Spring quarter. The new gallery is operated by students for the display of student art. They also developed a collection for display in the de Saisset as the Student Art Show in May and June.

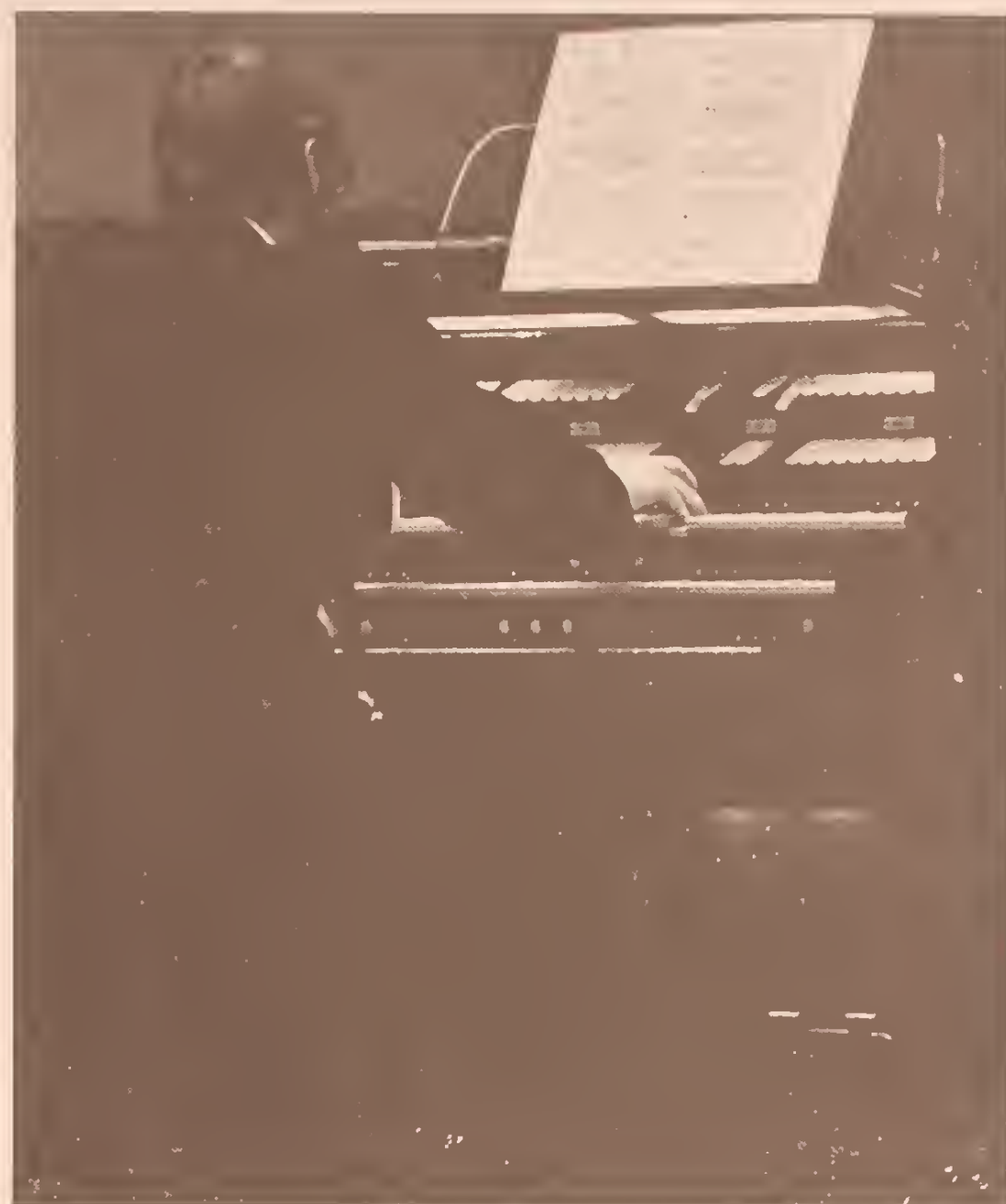
Plans were also being formed for future efforts to improve the department. In Fall 1972, courses were to be offered in ceramics for the first time, along with a film history appreciation class, and limited film making. To enhance the growing spirit of a community of artists and to provide for a more efficient use of funds, the Creative Arts department is scheduled to be merged into the Fine Arts department in the near future. The possibility of moving the entire department to one of the warehouses near the Graham dorm complex was being considered in an attempt to create a complete center for the arts.



Yet even with all the progress within the department, and in the awakening of student interest in the arts, Santa Clara still faced the necessity of encouraging all its students to become wholly educated, not simply to remain one-dimensional problem solvers. As department chairman Netter noted, 'Most of our students have less than a grand passion to do their utmost in the arts or anything else. I find the students very intelligent and capable to think out a problem and solve it. Perhaps it is the parochial orientation of most of our students here. We're waiting for them to break out of it.'

MAKING MUSIC

BY KEVIN LENZEN



A student familiar with the Santa Clara Music Department at its beginning would be amazed at how far it has developed since its foundation in 1964 under the chairmanship of Father Carroll Laubacher. At that time the department existed simply to provide another facet in the liberal arts education of the Santa Clara student; its course offerings were limited to a few sections of introduction to music. The department also provided the opportunity for students to sing pop favorites in the small 35 member Glee Club and to hear concerts given by the semi-professional Amici Della Musica orchestra, then in residence on campus.

Instead of choosing to remain a mere service department, however, Music has moved in recent years to take on a more active and independent role at the University. Performance and applied as well as academic music are now emphasized in the choosing of new faculty members. Lynn Shurtleff, an accomplished cellist, pianist, and noted composer joined the department in 1966. Under his direction the Glee Club became the University Chorus, turning its attention to the performance of major choral works. Charles Lampkin brought with him his extensive musical background, including

experience in jazz performance as well as in theater and television. Roger Nyquist, who became department chairman in 1969, is a renowned concert organist who has performed throughout the United States and Europe and who has made several recordings of organ masterworks. The latest addition to the department staff, pianist Jesse Parker, came to Santa Clara from Stanford in 1971.

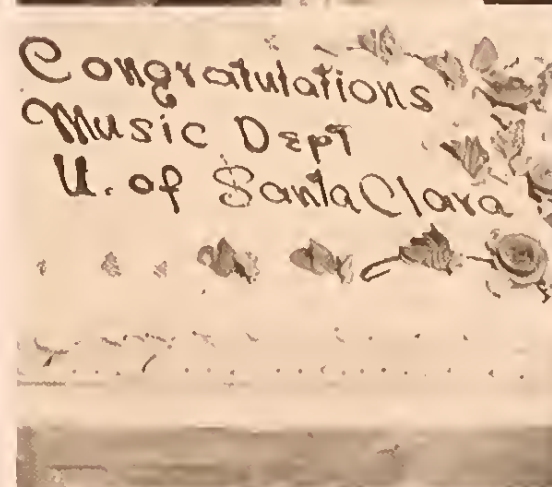
With the addition of new faculty members the department has been able to greatly increase the number of music courses. In addition to the basic introduction class, courses which provide a more detailed study in various areas of music history and literature are now offered. The offerings include classes in music of the Renaissance, Ethnic Music, and Jazz, Music of the Classic and Romantic Eras, Twentieth Century Music, Beethoven, Keyboard and Choral literature, and the music of J. S. Bach. The department has not limited itself only to enhancing the students' listening enjoyment, however. In order to develop musical creativity in general it has initiated courses in music theory, counterpoint, conducting and orchestration, as well as providing private instruction in cello, voice, piano, organ and harpsichord.



Matching the initiatives of the department has been a marked upsurge of musical interest on the part of Santa Clara students. Many music classes were filled to overflowing, and teachers were hardpressed to accomodate all those seeking private instruction. At over 60 members last year, the University Chorus was the largest it had ever been. And perhaps the most positive indication of this growing interest was the spontaneous formation of a student orchestra, sparked by the efforts of Judy Springer and Father Fred Tollini. Under the baton of student conductor Charles McDermott, the orchestra gave four concerts at which were performed a wide variety of compositions, including an orchestral suite by Telemann, Hayden's Piano Concerto in D major with , student soloist, Lynn McConahy, and Bela Bartok's Romanian Folk Dances. The Chamber Chorus, comprised of members of the University Chorus, joined the orchestra on one occasion for Pavanne by Gabriel Faure and for the West Coast premiere of John Weinland's Anabathmos.

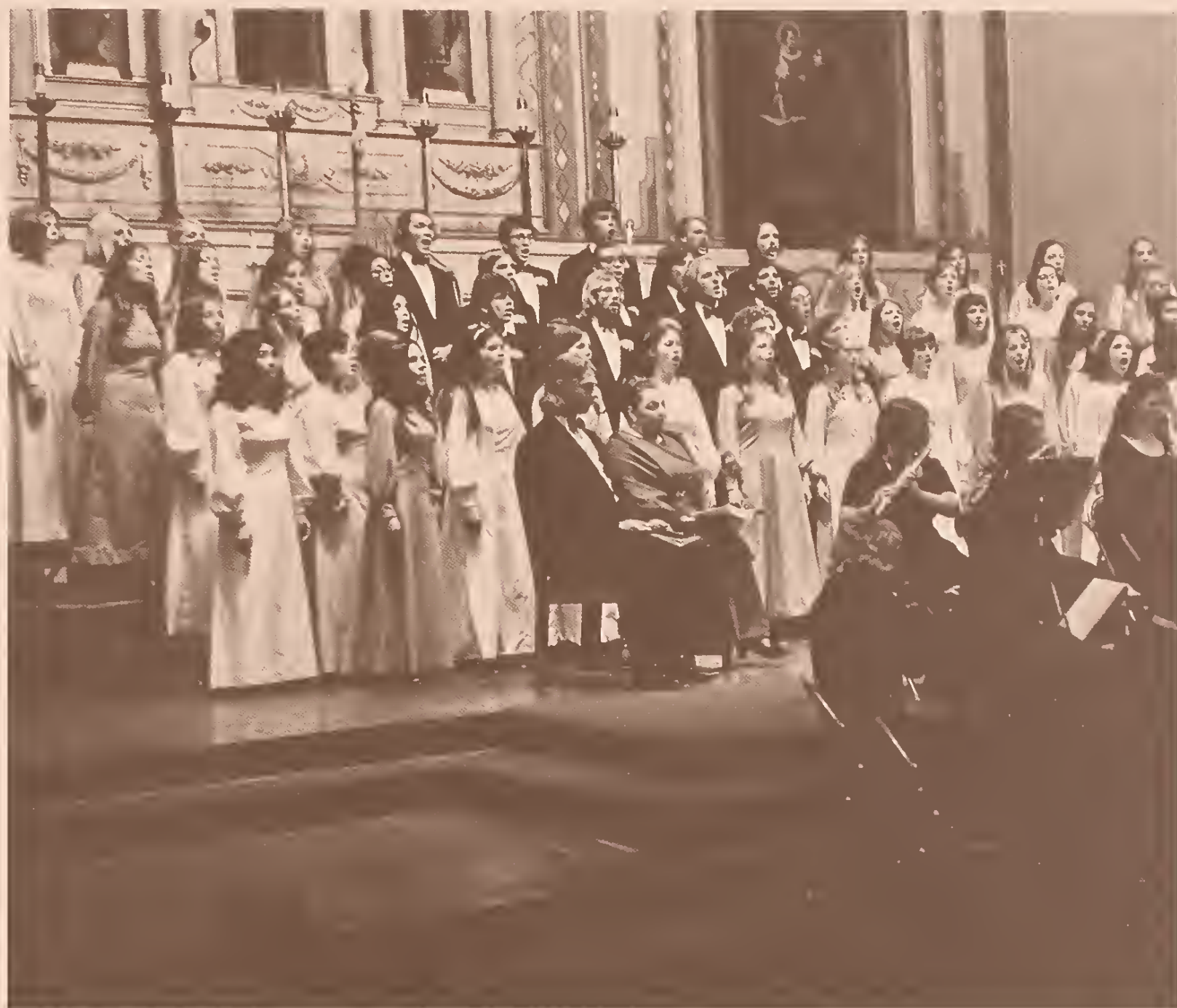
Director Lynn Shurtleff expressed several times during the school year his satisfaction with the efforts of both the Chamber Chorus and the University Chorus. Their members worked hard with accompanist Jim Lang, both in regular rehearsals and during the two-day musical retreat at Santa Cruz in April, to prepare the impressive amount of music they performed for the public. In addition to its performance of Faure and Weinland with the orchestra, the Chamber Chorus sang Madrigals at the Renaissance Faire and presented Bach's little-known Cantata No. 3 under student conductor Greg Andrews. The University Chorus performed, among other works, the Christmas Oratorio by J.S. Bach and the beautiful Faure Requiem. Its winter concert, including the Cherubic Hymn by Howard Hanson and Gabrielli's Jubilate Deo given in conjunction with the visiting Loyola and Mount St. Mary's Choirs, was recorded, as was its presentation of the Stravinski Mass, which was also sung as part of the liturgy for the Parents' Day Mass. At the final concert of the year, the University Chorus joined the orchestra for avant-garde composer Karl Janson's Thema and for the Foundling Hospital Anthem by Handel, and ended with the moving Hallelujah Chorus.

Group performances like those of the orchestra and choruses were not the only musical occurrences at Santa Clara in 1972, however. Jim Lang, Charles McDermott and John Russel, organ students of Dr. Nyquist, played works of Langlais, Bach, Mozart and Buxtehude in a recital given at Immanuel Lutheran Church. At a recital organized by Jesse Parker other students were given the opportunity to display their talents in voice, guitar and piano. Dr. Nyquist and Mr. Parker themselves gave solo recitals, and Charles Lampkin played piano with a jazz ensemble during Black Arts Month. And evenings of chamber music were provided by violinist Gebhard Long of the Economics department joining Mr. Parker at the piano and Lynn Shurtleff on the cello.





2/art&music



Encouraged by the department's growth and the increasing student interest, the members of the music faculty have been pushing for the establishment of a music major. Students, too, have shown their support for the major by publishing editorial essays in *The Santa Clara* and by discussing the possibility with university administrators. A major is necessary, the faculty stressed, in order to attract talented students to the university and thus be able to continue the development of the department with the addition of such programs as regular student recitals and chamber opera performances. Up to now the establishment of a music major has been blocked by lack of funds and bureaucratic delays, but department chairman Roger Nyquist has indicated that this important step toward the increase in musical activity at Santa Clara is to be taken by the end of 1972.

That traditional academics are not relevant to life and experience in a modern world has become a cliché in educational debate. Yet in addition to being a rhetorical issue, it represents a philosophical dilemma which at one time or another confronts most students: What is the value of academic knowledge without the experience which teaches the value of life?

For most of its 120 year history, the University of Santa Clara has not had to deal with this question. In its solid Catholic viewpoint, SCU had the answer to questions about the value of academic knowledge and the value of life. But during the last decade as the University had tripled its size, as it has begun to attract more and more students without a traditional Catholic background, and as the universal acceptance of pat answers to such important questions had noticeably waned, the University had been forced to re-examine these questions and to modify its answers, or at least restate them in terms meaningful to today's students.

One direct result of this re-examination is a growing number of innovations in the traditional academic process. While any significant change must be the result of several years of work, during the 1971 - 72 school year, the pace and intensity of these innovations expanded at a rate never experienced before. From pass-fail grading to a new general humanities degree, the changes hit every part of the university. And there was ample evidence that more significant changes were still to come.

academic innovations

by: rita beamish



The Renaissance Institute totally immersed 50 SCU students in an intense study of the Italian Renaissance, even to the point of dinners complete with authentic food and gowned guests.

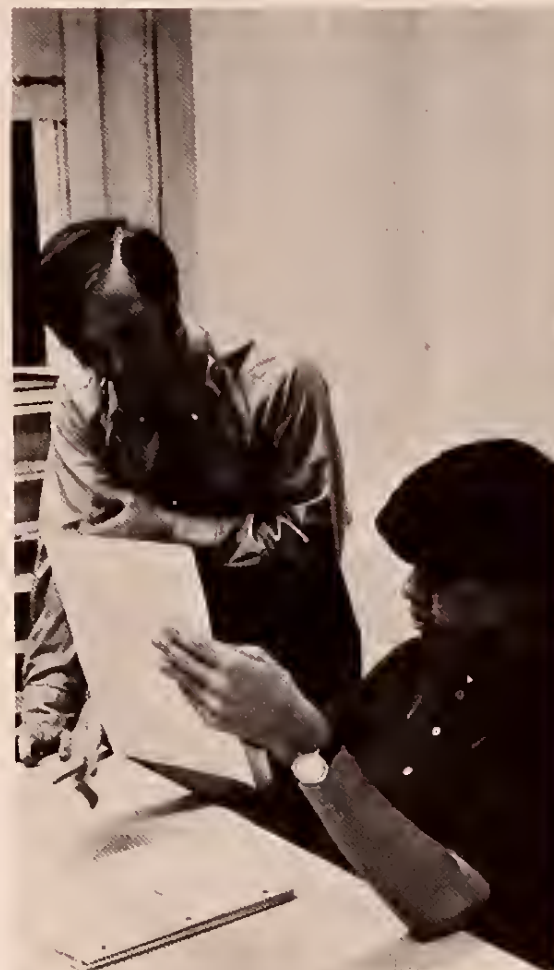
In October, a dozen professors from Santa Clara and the University of San Francisco were given a virtual carte blanche to produce new forms of the educational process. The committee, formed by Santa Clara's Academic Vice President Fr. James Albertson and one of the school's trustees, was told to ignore all considerations of funding and administrative details; the only two restrictions placed upon it were that the proposed program must be really original, and it must be capable to expansion to more than a few select students.

According to Fr. Albertson, the committee's long range goal is 'to revitalize the learning experience of all the students all the time. This is a good opportunity for faculty who are looking forward to getting out of the rut of giving 50 minute lectures four times a week.'

In January, Fr. Albertson himself undertook a special assignment from the University's Board of Trustees, a one-man project to formulate a careful plan which will detail the educational objectives of the University and offer suggestions as to 'what we ought to be putting our efforts into for the next several years.' The entire range of the university's academic efforts - from undergraduate programs to attracting new faculty, to the availability of financial support - were examined by Albertson's investigation, facilitated by a six month leave of absence.

One of the first fruits to be produced by these intensive efforts was the winter quarter Renaissance Institute. Hoped to be the first of many such institutes in various fields at the University, the Renaissance Institute consisted of a group of about 50 students whose entire quarter was devoted entirely to the study of all aspects of the Italian Renaissance. The students took no other classes for the quarter, and through a series of lectures, seminars, field trips, audio visual presentations, and projects they immersed themselves totally in the period.





Another totally new program developed this year was the general humanities major. The new major was initiated to allow students in the humanities to design their own curriculum and direct their education in the way they find most fulfilling. By allowing students to concentrate on one or more fields in which Santa Clara does not offer a major, the program adds greater flexibility to the University's academic program. For example, several students formulated the equivalent of a music major, while two others emphasized studies in Classics as part of a Humanities major. The new program also provides an opportunity for students whose vocational interests do not coincide with the traditional educational opportunities at a small liberal arts college, both to obtain a liberal education and a job profession and knowledge of a specific occupation. Students desiring to work as dance therapists for the handicapped, professional pantomimist, and voice teachers developed programs under the new major.

Approved simultaneously with the General Humanities major was a greatly expanded system of pass-fail grading. Students now have the opportunity to take classes outside of their major fields on a pass-fail basis, thus relieving some of the pressure and competition of a traditional grading system.

Not all the changes involved totally new programs, however; many changes occurred in already existing programs. The political science department offered students several avenues of learning this year which, by almost any standard, were innovative. Perhaps one of the most sensational was the course in Soviet foreign policy taught by two Soviet diplomats. The Russians, both high-ranking officials of the Soviet Embassy in Washington, D.C., each visited Santa Clara for one week to give lectures both to the class and to larger audiences. The program, believed to be the first such class taught anywhere in the United States, was widely acclaimed and provided students a unique and valuable experience.

Also sponsored by the political science and history departments were a series of political debates and symposiums dealing with current issues. In political science, students participated in simulated situations which were designed to place the student himself in a simulated power position. Dr. Bruce Hamlett's Introduction to International Relations classes were involved in simulations which saw everything from the reunification of Germany to the initiation of Communist Yugoslavia into the European Common Market, to the destruction of the world by nuclear war. Another simulation, CHEX '72 was conducted by professor George Giacomini's U.S. Diplomatic History class. It was directed by Col. James Adams, a former military officer who had devised similar simulations for the Defense Department which were so successful that they actually predicted such events as the building of the Berlin Wall.



Simulations helped turn the theory and distant observations of Political Science and History classes into an absorbing reality. Shown (opposite) participating in the History Department's CHEX '72 simulation are Ron Campbell and Carl Brodt, and Maureen Gilbert and history professor George Giacomini. Above: One of the originators of the simulation program, Col. James Adams, directs the CHEX simulation.



The first Western Psychology Conference provided an opportunity for undergraduate students from all over California to present original research. Above: Psychology professor Dr. Roland Lowe, originator of the conference, prepares to introduce the guest speaker of the conference to the participating students. Opposite: SCU senior Barry Renyolds presents the results of his research to the conference.

Another method of becoming involved with current events was provided by the new Center for Interdisciplinary Studies (CIDS) in the College of Sciences. CIDS was designed to create small groups of four to six students which would conduct in-depth studies of problems of current or future interest. Among the suggested topics were genetic intervention in human beings, and inherited defects. Students were allowed to develop their own topics and present them for group study.

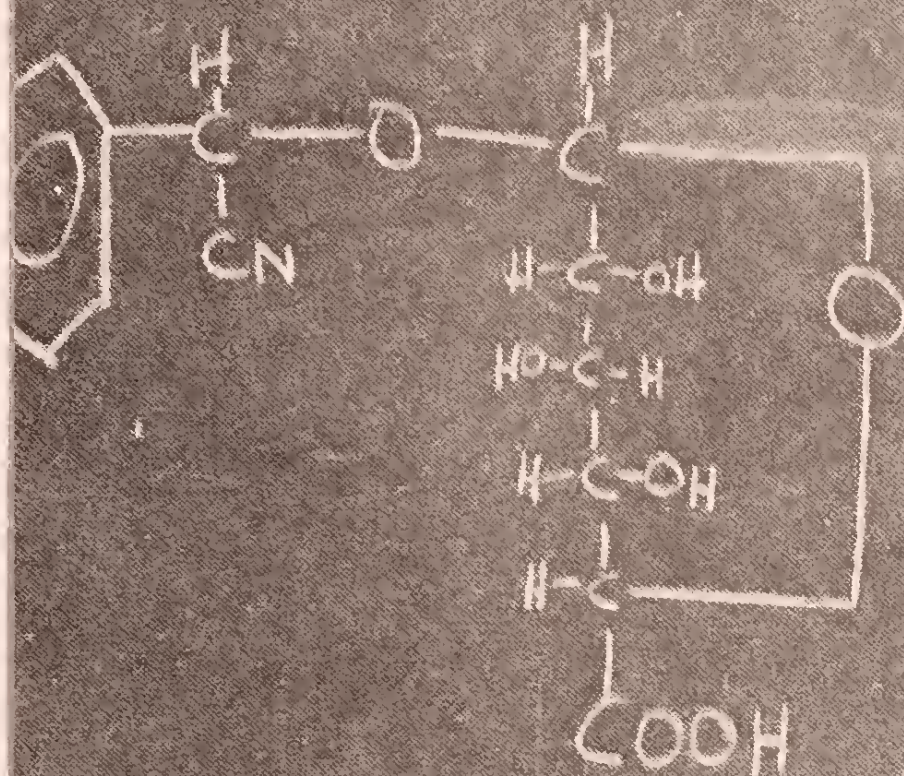
The benefits of the innovations were not merely limited to students, however, nor were the new forms of learning initiated merely for class credit. During spring quarter, the Psychology department sponsored the first Western Psychology Conference for Undergraduate Research. The conference was proposed by department chairman Dr. Roland Lowe to provide an opportunity for undergraduates to present original research outside their own schools and thus to encourage such research. Some sixteen schools participated, including such schools as Stanford, University of California at Berkeley, and San Jose State.

While students partially influenced the design of all the programs, they were entirely responsible for the design and direction of several. Two such programs organized solely for their educational value were a Symposium on 'Laetrile - the Cancer Control Drug,' and a Colloquium on Conservatism called 'Visions of Order.' Both of these programs were purely 'extracurricular,' that is, they were conducted solely for the purpose of spreading knowledge not as part of a class.

With other departments and teachers offering such opportunities as organic gardening, writer's workshop, and observation of the Angela Davis trial for class credit, Santa Clara students experienced a year in which innovation was the focal point of academic effort. It was a year which paved the way to bring the world to the University and create a true 'multiversity.'



NO SMOKING PLEASE



LAETRILE

NITROGEN

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Why the changes were so pronounced during the 1971 - 72 school year is difficult to say. Partially it was the result of the growing academic ability of each new freshman class entering Santa Clara for the past several years, partially it is a culmination of student pressure for new, more valuable learning experiences, but in particular it may have been spurred by the departure of Fr. John Leary, former Vice President for University Relations, to found New College of California.

In Spring quarter, 1971, Fr. Leary captured the imaginations of many students with his proposal for an experimental college within the University of Santa Clara. The new college, which would have been located away from Santa Clara (possible sites included cities and towns from San Francisco to New York), was to be a total experience of living, learning and working together for the 100 students involved. Father Leary was unable to obtain the approval of the Board of Trustees for his program and so left Santa Clara to create what he felt was a necessary alternative to previous educational methods. His departure was a loss to Santa Clara, but it might also have been the spark which ignited a fire of change from the unique combination of talents, abilities, hopes, and frustrations found in the university community.

Whatever the cause, however, thus far the results have been impressive indeed.



The symposium on 'Lae-trile -- The Cancer Control Drug' drew observers from across the state. Opposite: Santa Clara student Rudy Brutocao discusses the bio-chemical effect of the drug. Above: A former cancer patient who successfully used Laetrile listens to a question from the audience.

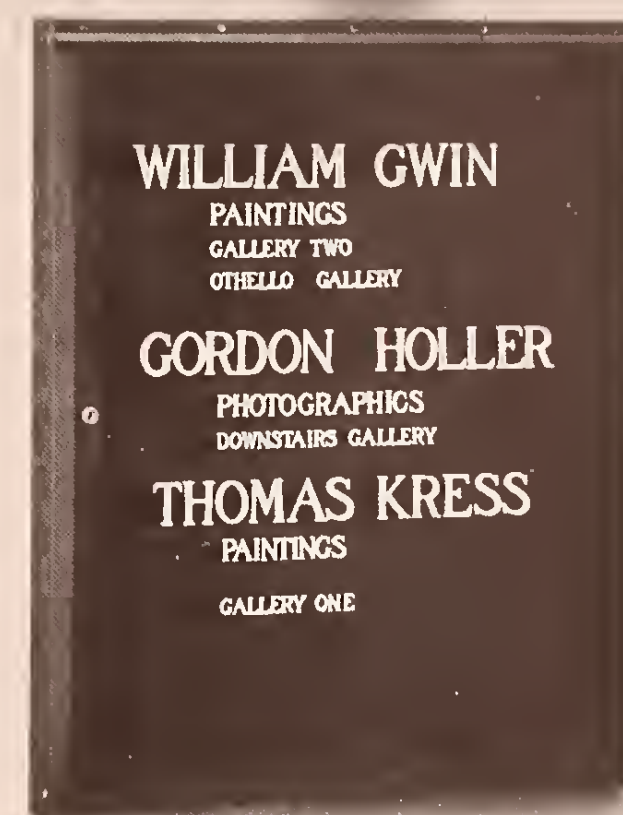


4/ THE DESAISSET



the ARTS
& INNOVATIONS

'The first year I was here, in 1968, seniors came in for the first time in their lives, who had never even bothered to come through the doors because they thought it was part of the administration building across the street.' Thus directrix Lydia Modi-Vitale described the moribound state of the DeSaisset Art Gallery and Museum during the decade of 'relevance.' Built in 1955 in memory of Santa Clara alumnus Earnest DeSaisset, the gallery was at one time referred to as 'The Tomb' by Santa Clara students due to its mausoleum atmosphere, its penchant for boring relics and outdated works of art, and its never changing displays. The artifacts were permanent and stationary, attendance at the gallery was virtually non-existent, and the doors of the gallery were nearly always closed. Except for the necessity of circumnavigating its physical mass, the DeSaisset gallery did not even exist for Santa Clara students.



de SAISSET
 ART GALLERY
 AND
 MUSEUM
 1955

de SAISSET ART GALLERY AND MUSEUM

HOURS

Tues - Fri

10 am - 5 pm

Sat - Sun

11 am - 5 pm

closed

mondays

OPEN
HOUSE



BOARD

MEMBERS

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12

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Just three short years later, however, the gallery -- and students' impressions of it -- had changed so radically that a survey of seniors rated the gallery as the top extracurricular attraction on campus. 'You just cannot imagine how much student interest in the gallery has grown in the last four years,' noted Ms. Modi-Vitale, 'and that is just exactly what we're working for.' Indeed, a gallery that presents monthly art shows complete with stylish openings, holds dances in the midst of \$25,000 vases, features a wide variety of lectures and musicians, screens movies ranging from 'All the King's Men' to Fellini's 'Satyricon,' holds tours for 150 school children at one time, and received a bomb threat over one of its speakers is no ordinary dust covered museum.

The fight to win student interest has not been a simple one, but the staff of the DeSaisset has not been lacking in ingenuity. Some of the first folk Masses at Santa Clara were held in the art gallery. This year, a dance was held for John Lennon's birthday, the Renaissance Ball was held in the Gallery, and numerous movies were shown there. In addition, noted authoress Anais Nin appeared to a very large and delighted crowd in the deSaisset, and singer-composer Vince Guraldi brought his talent to the museum. All of these events were held just 'so that students will at least come in the doors for the first time and be exposed to the art.'

The most important part of the attempt to lure students, however, has been the shows themselves; the gallery has consistently tried to present art as something alive, not just a collection of marble tombs. According to Ms. Modi-Vitale, the shows are selected so that 'people do get a reaction from the show, so that they don't just say 'Oh, that's nice,' then fall asleep. Even if they come in and say 'it gives me the creeps.' '







TOM MARIONI
deSAISSET ART GALLERY
March 1972



During the 1971-1972 school year, there were plenty of reactions, often of a nature considerably stronger than just getting 'the creeps.' From Picasso's ceramics and posters to Zuniga's sculptures, and from contemporary painting to photography competition, the gallery presentations were chosen for variety and excellence. But the most noted shows of all were those of conceptual art. This relatively new artistic genre which attempts to capture the essence of the chaotic 20th century, was consistently met with strong viewer reactions.

Conceptual art enthusiast Doug Smith observed, 'Concept art is as public as a urinal. The catch to appreciating it is to experience it; so one must first pull the zipper. Anyone who criticizes it without experiencing it is all wet.'

Equally outspoken on the subject was T.M. Lucas, self-styled critic of The Santa Clara, who wrote, 'Alas, the emperor is naked, but no one wants to say anything, for fear of that most pejorative of brands, derriere garde. With rare---indeed almost non-existent---exceptions, I have found concept art pretentious, silly, and most dreadful of all, incredibly dull. The artist is an artist only by virtue of his 'having thought of it first.' Everyone is so busy trying to be 'with it' that the charlatan is uncritically grouped with the true artist, and as long as this is so, I fear we'll be getting defacating chickens instead of Degas and moldy potatoes instead of Matisse.'

For nearly four straight months, the gallery had at least one show of conceptual art on display. Two of the most controversial shows were Joel Glassman's 'Old Potatoes, Old Shoes, Old Potatoes, Old News,' and Howard Fried's 'Sea, Sell, and Sea Sick at Saw, Sea, Soar,' and 'Fuck you, Purdue,' a video tape of the artist expressing himself with that favorite Anglo-Saxon expletive.

The Glassman exhibit included not only the old potatoes, shoes, and news (newspapers) of the title, but also, radios, real duck heads, and decaying cow tongues. Glassman commented that 'You have to look and listen to the piece. There is almost nowhere you can avoid it...I like to do things that don't make sense because the world doesn't make sense.' While some people saw it as political art, expressing a pessimistic outlook on America today, others -- particularly Mr. Lucas -- could do no better than 'It stinks, Joel.' Whatever it was, however, it certainly was not boring.

Conceptual art also had a prominent place in another outstanding show, the St. Jude's Juried Art Competition. With pieces ranging from marble sculpture to airbrush painting to sand pyramids, the show was termed 'one of the best art competitions on the West Coast' by judges George Neubert (curator of the Oakland Museum) and Thomas Allbright (art critic for the San Francisco Chronicle). 'Nowhere,' said the judges, had they seen 'so much excellent work in one show.'









In addition to the spate of conceptual art, the gallery also presented a number of excellent shows drawn from more traditional art genre. One of the best of these shows was 'Picasso: Ceramics and Posters,' a show celebrating the great artist's 90th birthday. Included were some sixty ceramic works and a dozen posters which Picasso executed to advertise his shows. Another high point of the year was a beautiful show of sculpture by the Mexican master Francisco Zuniga. Perhaps the best show of the year, and certainly the best received, the moving, impressionistic pieces drew visitors from all over the Bay Area.

Another show which drew considerable attention throughout the Bay Area was Peter Gutkin's 'Picolo's Fancy.' The DeSaisset opening marked the first time the display had ever been shown, and it has since achieved such distinction that it is now housed in the San Francisco Museum of Art. Among the numerous other shows were a Black Arts display, paintings by Henrietta Berk, and a 'magic-realist' show by Bill Hinds.



The numerous successes and the rousing controversies have both pleased Ms. Modi-Vitale. 'The presentations are meant to be of diversity and excellence. Students come in and they are often surprised at what they see, but just because we're both interested in the arts, doesn't mean we have to agree. We have to promote things that stimulate the mind, we don't want a bunch of soporifics.'

Like all people of vision, however, the directrix of the DeSaisset does not simply rest on past achievements. Ms. Modi-Vitale has often expressed her hope of 'seeing Santa Clara have one of the finest university galleries in the country.' And just as often she has added, 'And I believe it can -- if only they'd give me an elevator.' The connection of the goal and the need is made only partially in jest; the gallery has a great need for an elevator to move sculpture and other exhibits that can weigh up to a ton.

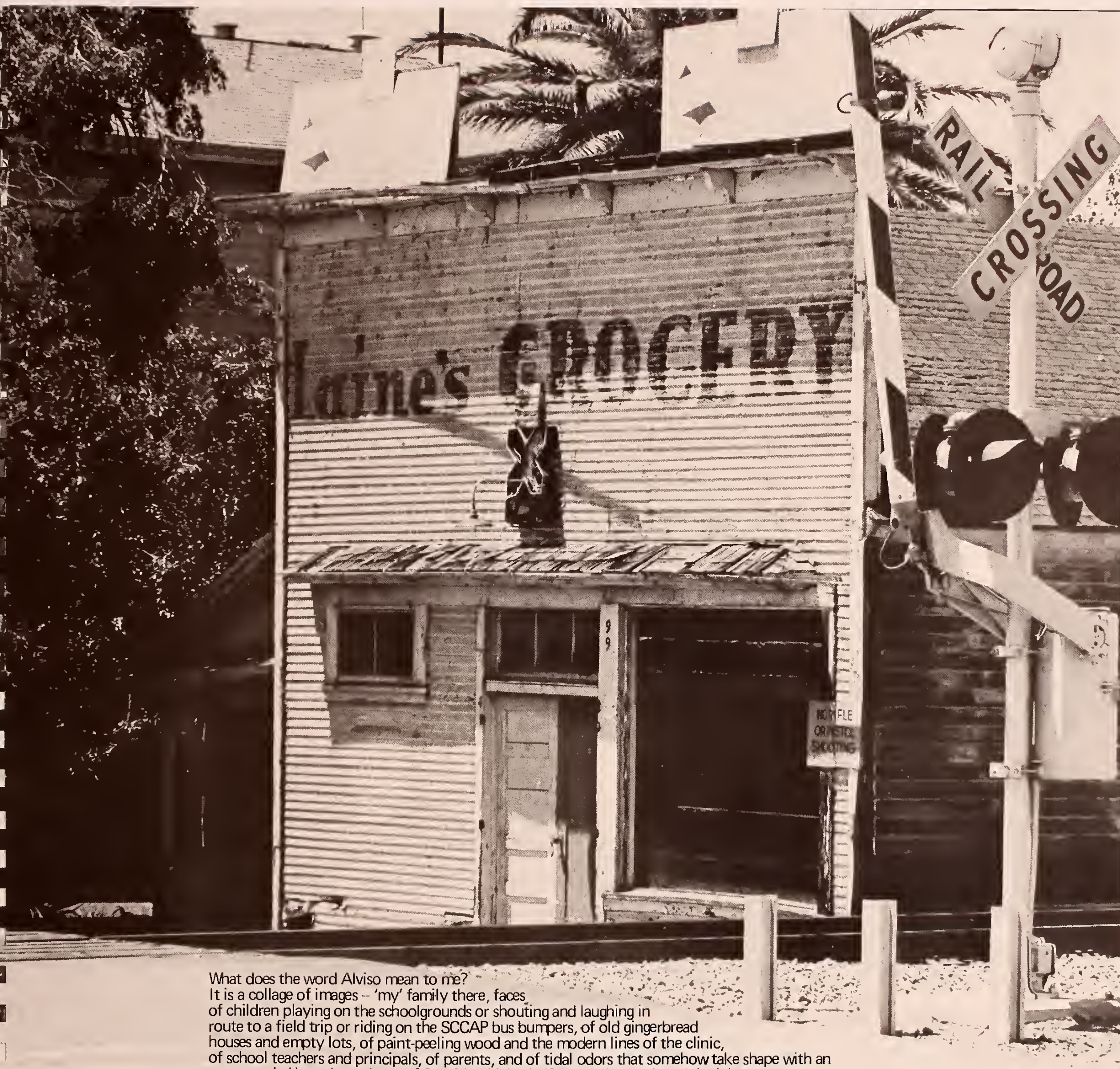
Another physical need of the gallery is a video tape and film system, since these media are now becoming important methods of artistic expression. Such a system would be spread throughout the university to aid students in every aspect of their education.

Mere physical changes will not make the DeSaisset 'one of the top university galleries in the country,' however; and there are a number of other plans involved in reaching for that goal. Next year, the result of five years work will materialize in a comprehensive California Mission collection. The collection will be housed in a 'total environment of the period' and will include Indian artifacts, a record of the efforts of the Franciscan and Jesuit priests who founded and ran the missions, histories of the families who helped build Santa Clara College, and a record of the Chinese people in early California.

Also planned for the coming year is an Oriental art show which will be executed with the aid of history professor Thaddeus Flood. Cooperation will also be watch word when the Renaissance Institute returns again -- a three week seminar on the arts will be held in conjunction with the institute, with students and teachers from all parts of the Bay Area invited to participate. Also, Wynn Bullock, one of the top photographic artists in the world has been scheduled to present a show of his work, including some color prints that have never been shown before.

'We hope we can continue to interest students in the arts,' concludes Ms. Modi-Vitale. 'We've always involved students and they've always come back. We hope they always will.'

NEW
DIRECTION



What does the word Alviso mean to me?
It is a collage of images -- 'my' family there, faces
of children playing on the schoolgrounds or shouting and laughing in
route to a field trip or riding on the SCCAP bus bumpers, of old gingerbread
houses and empty lots, of paint-peeling wood and the modern lines of the clinic,
of school teachers and principals, of parents, and of tidal odors that somehow take shape with an
overcrowded bus, the cadence of Spanish which I halfway understand, and the inherent
dignity of brown faces. It is the key to my involvement in SCCAP and a sense of purpose in being here at Santa Clara.

a look at SCCAP by jim flaherty



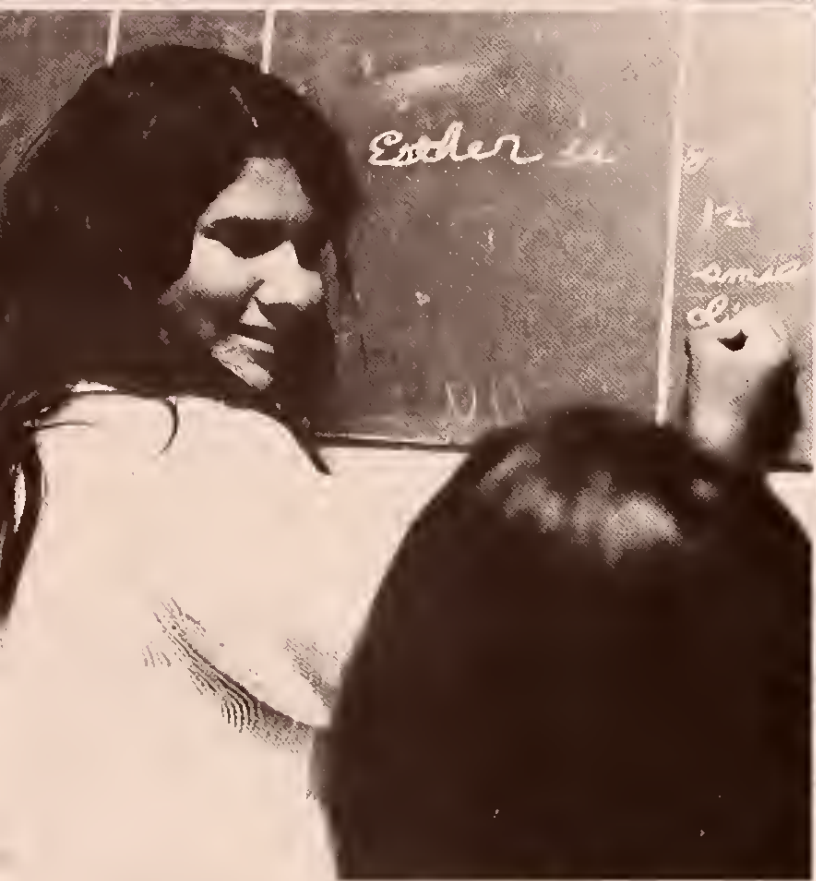
By its very nature, a university is an artificial community. It is artificial because as a forum for the open change of ideas, it must, in an important sense, be detached from the pressing practical problems that it discusses. Close emotional involvement by the university as a whole would destroy both that necessary open forum and the opportunity which its objectivity affords to provide solutions for these problems.

But the individuals who make up the university are people, and while on an intellectual level they are able to detach themselves from real problems, they cannot, on an emotional level, live a life barren of personal commitment. Some members of the community find a personal commitment in the university itself: teachers and administrators commit their lives to spreading knowledge. Students, however, find little opportunity for personal commitment in a community where their purpose is primarily self-serving: acquiring knowledge.

For many students at the University of Santa Clara, the Santa Clara Community Action Program (SCCAP) provides an opportunity for personal commitment. Through its various programs, SCCAP encourages students toward individual concern about real problems and offers concrete means to act on that concern. In SCCAP, the student who recognizes his inability to 'change the world' can still find the satisfaction of producing some real change, no matter how insignificant.

Yet because SCCAP does spring from this artificial community, it remains an incomplete answer to a student's need for individual commitment. Perhaps like the university itself, SCCAP's only real goal must be to help create a state of mind: the realization of a man's need for personal commitment and the determination to act on that commitment.

SCCAP has thirteen programs, most meeting on a weekly basis. Students work with mentally retarded and mentally ill people at Agnews State Mental Hospital, and with emotionally disturbed children at MingQuong Center in San Jose. Some participate in the Big Brother and Big Sister programs in conjunction with Friends outside. Tutoring, directing arts and crafts programs, and coaching a variety of sports teams also draw a number of students to Alviso and East San Jose.



SANTA CLARA



The tutoring program at George Mayne Elementary School in Alviso can serve as a focal point in demonstrating how these community service projects can provide an impetus to developing a personal commitment in an artificial community. The tutoring program is especially well suited to show both the possibilities and limitations of SCCAP's involvement. It epitomizes the opportunity to help solve a real problem, to come to understand people on a different social level, and to build a rewarding friendship with another human being. But it also highlights the frustration of trying to do anything of real worth by giving only a few hours of work a week. It can often become a lesson in humility, a lesson in reality far more real than that first sought.

A university and an elementary school have a common purpose, to educate. But the scope of the educational process in each of these similar institutions is obviously different. While the university attempts to prepare its students for occupations and professions hopefully directed toward contributing to the human needs of a modern society, the elementary school attempts to prepare children to live in that society by providing the basic skills necessary for surviving in it--reading, writing and numerical concepts.

The university classroom is alive with theories and ideas, which are an exchange of knowledge between the teacher and the student. The extent of this exchange is dependent on the method of the teacher and the interest and participation of the student. In reference to this knowledge, the question always arises: How does it apply to 'real life' outside of the university community?

The answer, of course, is not simple; but part of the answer lies in practical experience in that world outside of the university community.

Tutoring in Alviso provides that practical experience for the university student, and at the same time provides help for a child. The tutor attempts to fill the gap caused by a class room situation with one teacher, many students, and not enough time. But the academic assistance a tutor can provide is only a small part of the picture.

WED UN
ANDS After
ITHOUT
MISSION

GEORGE MAYNE SCHOOL



COMMUNITY ACTION PROGRAM



The relationship established between the two people allows each to experience a different environment. Alviso is not a white, middle, upper-middle class community which enjoys luxury bordering on over-consumption; it is a sadly poor, proudly Chicano community in which problems are very basic: they involve attempting to provide for a mere existence.

Alviso is a bilingual community, and our system of education has only begun to adapt to the needs of such a community. Thus, the majority of the children in Alviso must first master skills in understanding the English language before they can master more traditional tasks of reading, writing, and arithmetic in English. Tutoring exists in these areas for two reasons. First, tutoring helps to reinforce English language skills learned at school, and secondly, provides one-to-one attention for slow learners.

To try to explain the reasons for tutoring as an exercise in fulfilling one's Christian 'duty' would be paternalistic for two reasons: 1) it exalts the simple task of tutoring as a glorified humanitarian act, and 2) it implies a complete misunderstanding of the true meaning of Christianity by making tutoring 'an instrument of grace.' It would be more realistic to say that people tutor because they enjoy children and because they desire practical experience in the field of education.

The experience of tutoring a child from Alviso is definitely an enlightenment, but it is not a one-sided enlightenment. Hopefully, it brings about a knowledge and understanding of different values and cultures for both people. And it is only this understanding between two individual persons that can provide the basis in establishing peace for all men.



*'... a sense of
purpose in being
here at
Santa Clara.'*



FROM THE CLASS OF '72

The growth of the University of Santa Clara recorded in the six preceeding articles has been impressive indeed; in fact, when viewed as the progress of a single year, it is nearly amazing. But this amazing growth, these impressive changes, did not just happen; people made them happen. Individual people nirtired this growth. Again and again in reviewing the accomplishments of this year -- in practicums, in artistic and musical creativity, in athletic competition, and in the personal committment of SCCAP -- a striking emphasis on the individual has emerged.

Because these great strides have been made by individuals, it is appropriate to recognize the achievements of individual people. And while there are many who might deserve note, there is one group of people that is particularly well suited for this recognition: the graduating class. For the seniors of 1972, their accomplishments are complete; for them, there is no 'next year.' Thus their contribution as students can be measured with a certain finality.

There is a second reason that the graduates provide a unique perspective for viewing the growth of the University: their thoughts about Santa Clara have an immediacy that makes such reflections truer than most. Their joys and satisfactions are still fresh in their minds; their frustrated

hopes are not tempered by the approach of a new year at SCU; and their impressions of changes that have occurred -- and their calls for those changes that have not -- are not blunted by satisfaction over changes that occurred in the 10 or 15 years before they came to Santa Clara. In a very real sense they represent Santa Clara 1972 -- what it is, what it might have been, and what it might become.

The 19 seniors presented here were among some two score nominated by administrators, department heads, and student leaders. These 19 were selected by the Redwood staff on the basis of some significant achievement -- academic, cultural, social, or athletic. Certainly there are more seniors who might deserve recognition, but each of those included has evidenced some personal distinction, and taken together they form a collage of diversity -- a diversity essential at any university.

Finally, excerpts from the commencement address by senior Bob McGuiness. Like the thoughts of the other 19, Bob's remarks have a special immediacy and truth, and as a graduation speech, it is a noticeable reflection of the university at the present time. Bob, too, noted the changes taken place at Santa Clara, and in many ways captured the essence of the growth of Santa Clara, 1972.



If one sure mark of an educated person, a person who loves knowledge, is a desire to share her knowledge and to help other people share their knowledge, then certainly Jeanne Huber is an educated person. During her four years at Santa Clara, she devoted countless hours to spreading knowledge through her work as a journalist. Jeanne was best known for the work she did on the student newspaper, The Santa Clara. She began work on the paper during her sophomore year as a reporter. During her junior year she was Assigning Editor -- and it took two people to replace her when she became Managing Editor the following year.

In addition to fulfilling the duties of the number two position on the newspaper staff, Jeanne initiated and served as editor of a magazine supplement to The Santa Clara called 'Lines and Spaces.' Perhaps her most significant contribution to Santa Clara, the magazine was published twice each quarter for that special purpose of sharing knowledge. To Jeanne, 'Lines and Spaces' has been 'an exciting complement to the paper since it allows students to publish articles and photo essays on both campus and off-campus subjects in more depth than a newspaper format allows. "Lines and Spaces' hopefully encourages students to poke around in areas with which they aren't particularly familiar, and to share their discoveries with others in the university. The magazine also gives an outlet to those who are expert in a subject -- Lynn Yates' article on women at Santa Clara is an example.'

Because it gives students that extra freedom, Jeanne feels that the magazine 'has the potential for helping to solve what I see as a crucial problem of this university -- students seem too parochial, too unaware of the diversity of backgrounds, lifestyles, and values of others not like themselves.'

Jeanne did not merely limit herself to reading and writing about 'lifestyles and values of others,' however. The subject for her first article in 'Lines and Spaces' came from her experiences as a volunteer worker with the UC Mobile Dental Clinic. Working as a combination receptionist-dental assistant-x ray developer, and entertainer for nervous children, she traveled through migrant labor camps for two summers as the clinic checked the teeth of many children

who had never seen a dentist. She capped her final summer in the program with a trip to Isreal, where she and a number of others selected from the program did the same work with Isreali children.

Jeanne's concern with breaking down the parochial attitude of Santa Clara students was ignited when she realized the unimportance of so many things that usually concern college students. 'In my sophomore year, my first year with the newspaper, I really got into the political infighting of the Hoigan (ASUSC) administration, so much so that since then I've tried to divorce myself from student politics as much as possible. Instead, I've tried to concentrate on what I consider much more significant -- the kind of education we're getting.'

Translated into action, her concern for the 'kind of education we're getting' led Jeanne to promote the developing practicum program at Santa Clara. 'Perhaps the most exciting stories I've written concern the practicum programs, programs limited in scope only by the imagination and interests of students and faculty.'

As an Honors Scholar freed from ordinary university and college requirements, Jeanne herself was able to take full advantage of the practicum program. During Spring quarter of her senior year she commuted daily to San Francisco to work as an editorial assistant for the Sierra Club Bulletin. The job she secured under the English Department practicum entailed recruiting, general office duties, and a fringe benefit or two such as a weekend trip to Yosemite to investigate a story on Indian lands. 'The English Department didn't have any practicum until I asked for one,' notes Jeanne, 'now, several others have followed suit -- an indication of what I mean by the almost unlimited scope of the programs.'

When she left Santa Clara, Jeanne was able to achieve what many students today consider the most important element in choosing a profession -- she was able to combine her vocation and her avocation, and to do so in a field where she can also serve others. Only a week after graduation, she began work as a reporter for the Sebastopol Times, choosing to start her career as a professional journalist in that small town because 'I like the place.'

JEANNE
HUBER

SAINT CLARE MEDAL



Bruce Labadie sounds like a bullshitter but isn't.

How many people can say something like 'I got this sudden realization that all college teaches is to learn how to rationalize things out,' and sound sincere? Bruce Labadie sounds sincere because he is sincere; when he tells you 'a hard luck story about how I had to work my ass off just to stay in school,' it's exactly that.

In the summer before coming to Santa Clara Bruce's hard luck story begins; he worked as a gardener during the day, on top of 40 hours a week at night as a janitor. He didn't get any financial aid. By second quarter of his freshman year he was getting hard up again, so he signed on as a prefect at a high school in Portola Valley, and commuted every day to school. He was also working 30 hours a week at the time.

It was during his freshman year that Bruce began to think in terms of 'getting people together.' So he ran successfully for sophomore class vice-president. Vice-president -- not president -- because he felt the president had too many restrictions on his d

Convinced by Rob Eskridge, former editor of The Santa Clara, to run for student body office, Labadie opted for ASUSC Social Vice-president. Running under the old weighted vote system, Bruce polled the top number of votes, but his opponent had more of the 'heavier' votes of juniors and seniors, and got the job. 'I lost and that was it,' shrugs Bruce.

But that wasn't it. Throughout his junior year Bruce arranged concerts and did a lot of other social vice-presidency

things -- sometimes a a personal financial loss. One of his activities as to set up the Walsh coffeehouse, a place people could 'build for \$100 and have free food and never watch it.' The project was short-lived, however. 'It went on for about a month before a bunch of high school kids wrecked it up

Labadie's next bid for the office of vice-president was successful -- he picked up 75 per cent of the vote. He had the total number of votes he got -- posted over his desk in the ASUSC office all year, as a reminder of how many people should be behind his efforts.

'I saw a lot of positive response,' Bruce reflects on his work, 'but I didn't see too much genuine change. You never reach your ideal. You just try to reach something approximate of what your ideal was.' Part of Bruce's ideal for the future is to become a grammar school teacher. He says he wants to help kids from getting messed up while they're young.

Despite an almost incredible year of social and cultural events at Santa Clara, Bruce is careful not to accept credit for what was accomplished this year. 'It wasn't me who did all this stuff,' he says.

'The only useful thing you can do is when you utilize other people's energies. I saw a lot of creative people around, but I didn't see very many outlets for their creativity. So I was hoping to create some of those outlets.

'Most people don't realize how much potential there is at this university.'

Sounds like a lot of bull

But it's sincere.

NOBIT bruce labadie MEDAL

SELMI



Dan Selmi got his start as a journalist at SCU by accident. He walked in the office of The Santa Clara one day to complain that the sports page was lousy, and was immediately offered a method to improve it: join the newspaper staff. Dan eventually became sports editor of the paper and during his senior year worked as editor-in-chief of The Santa Clara. In commenting on Dan's efforts as editor, University President Father Thomas Terry commended him for 'the most positive Santa Clara in recent years,' and for 'fair, responsible journalism.'

Writing in his last editorial as editor, Dan reflected that 1971-72 was 'in many ways a noteworthy year. He recounted 'the new feeling that fall brought to the campus. A belief that something could be accomplished. . . a hope of a new, invigorating social calendar;' and he observed that 'the activities gave students a chance to express the personal individuality and opinions in diverse areas.'

But Dan also saw something 'even more important than this, something that may be likened to an academic renaissance.' He felt that 'students were given the greatest latitude in academic freedom,' and that 'academics can now be exciting to the student at Santa Clara.'



BUNTING

'Santa Clara changed a little bit while I was here, but if I had it to do all over again, I just don't think I'd come back here.' Thus Angela Bunting, tutor, community organizer, and athlete assessed her four years at Santa Clara. Originally involved in strictly campus activities (she was a member of the first Board of Student Conduct), Angela spent her last two years working for the black and brown people of the San Jose area. She helped organize and headed the tutoring program of the Black Students Union, which sends tutors to high schools and junior high schools. During her senior year, she also worked with the Free Angela Davis committee during the trial of that black leader. The change in emphasis from campus to community illustrates the disillusionment she felt at a school where the administration always gives you. They just have enough minority students here to meet the state law, they really don't want to change. Angela notes that one area did improve, however, 'that was the faculty. When I first got here I had a teacher who told me that he didn't think a black student could get more than a 'D' in his class. That part of it is a lot better now, but the rest of it has a long way to go.'



McALISTER

Though often calling herself a procrastinator, Linda McAlister usually found time to do more things in a week than many students do in a year. During her senior year alone she was secretary to the Mendel Society, a member of the Campisi dorm council, the Coalition for Personal Freedom, Gamma Pi Epsilon, the Prefect Interview Board, and the University Community Council, and still found time to work in the ASUSC Publicity office, learn how to sky-dive, and organize a very successful symposium on a cancer control drug which drew participants from all over the state. In a sublime understatement, she reflects that 'Santa Clara isn't just academic to me.' A biology major who was accepted at the San Francisco Medical School of the University of California, Linda spent two summers working with the UC Mobile Dental Clinic, visiting children in migrant labor camps and traveling to Israel to do the same work. Though she felt that 'the teachers were the strong point of Santa Clara during my four years,' she is unsure that 'the student-teacher rapport is continuing,' and urges a return to smaller classes to insure that close rapport which 'is such an asset to the school.' Perhaps her philosophy is best summed up by her view that 'too much time is wasted around here,' and the enactment of that philosophy is best shown by Linda's offer to type papers for anyone during the last week of her senior year; while most seniors partied, Linda helped other people.



YATES

At Santa Clara, the name Lynne Yates often calls to mind images of the eternal crusader for women's rights. However, as she points out, 'When I first came to the University, I tried to fit the Broncette image. I was not born a women's liberationist. I became one in reaction to the society I encountered.'

For the first year or so of college, Lynne was largely successful in perpetuating her dumb blonde image, through serving as freshman class secretary, partying and even running as a candidate for Homecoming queen in her sophomore year. Her candidacy sponsored by the Society United Day Students (SUDS) brought her first awareness of discriminatory policies at the University and sparked her to write a satire of the Bronco Establishment entitled 'Back at the Zoo.'

That article was the start of a long career and tradition: 'The first time I disagreed with someone, I became an 'uppity woman.' It was open season on Lynne Yates.' After her first experiences, Lynne became accustomed to the inevitable flow of

attacks that followed her every blast against the University.

Lynne's reputation is that of an unrelenting opponent of chauvanism, and is sometimes characterized by the belief that she hates men. However, she clarifies, 'I have never hated men. I'm not for female dominance any more than I'm for male dominance. I'm for equality and I don't believe there can be any real relationship between men and women until there is equality.'

Pursuing her crusade for women's liberation, Lynne regularly authored articles on the University and women for The Santa Clara, in hopes of initiating reform of what she considered the University's discriminatory policies. Faced with the narrow attitudes she often encountered in her fight, Lynne sometimes despaired of ever achieving success. 'There are times when I feel that there is no way of breaking the prejudice in society or at this University,' she once remarked. 'But I keep trying. Once you get into women's liberation, there's no turning back!'

SHERMAN



During her freshman year, Katye Sherman started tutoring in Alviso because she 'wanted to work with kids.' In the three years that followed, however, her interest in tutoring, in the town of Alviso, and in the Santa Clara Community Action Program became far more important than just a liking for kids, it became an essential part of her life at Santa Clara.

During her sophomore and junior years, Katye headed the Alviso tutoring program and helped establish the permanent and necessary means of constant communication between the tutor and the child's teacher that had been previously lacking in the program. As her work progressed, she became more involved in the entire community: 'The closer I got, the more I became interested in the community as a whole, as well as the future of the kids.' As a senior, her

involvement became complete as she coordinated the entire range of volunteer activities as chairman of SCCAP. When her great interest in the tutoring program led her to investigate the services of a professional tutoring agency, she found that 'we were already doing everything ourselves that they were offering to do.'

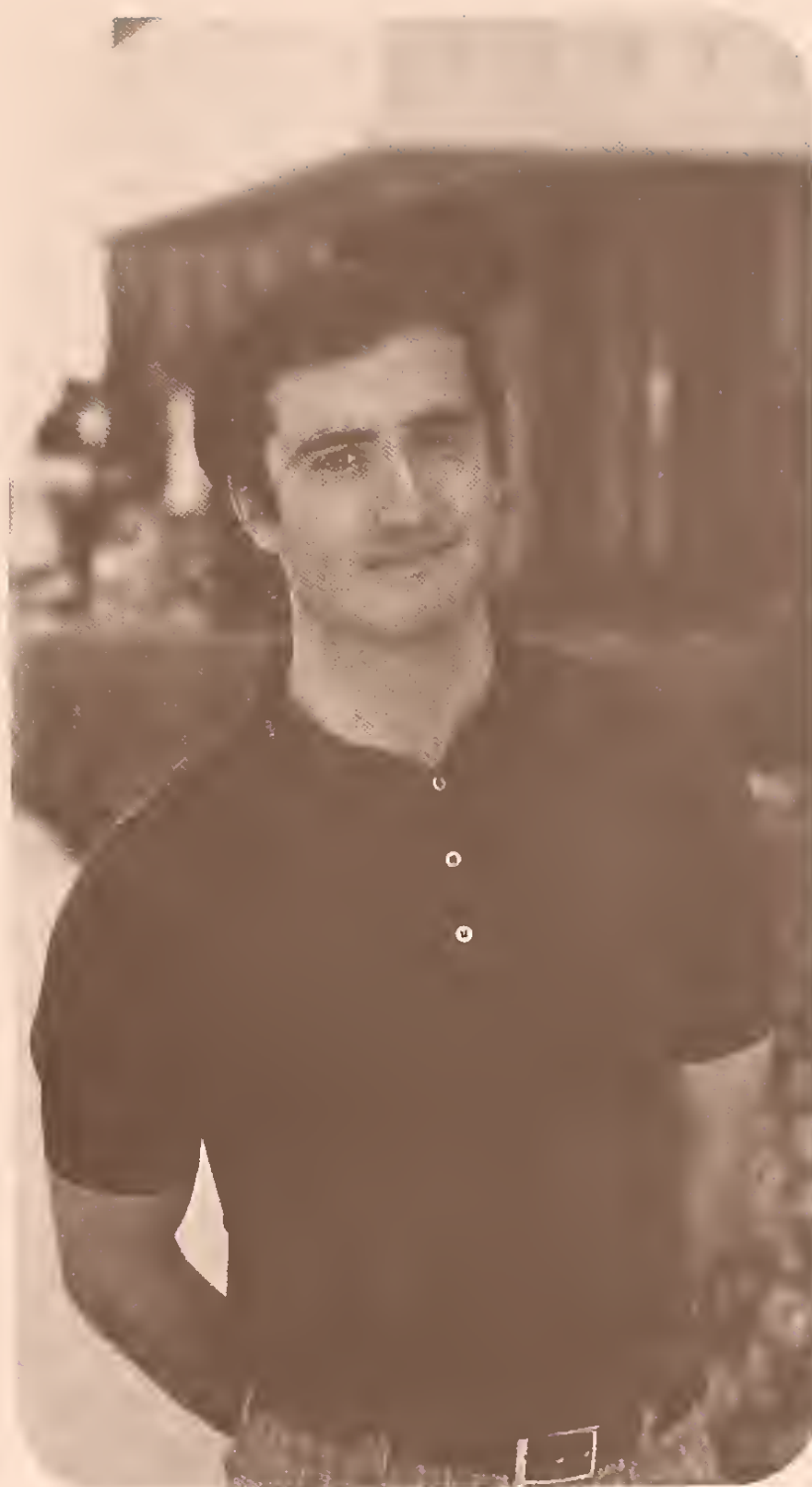
Katye's involvement in SCCAP has not been limited to tutoring or simple direction of the other programs; she spent many hours trying to involve others. 'Unless we can find more people who have more time, then the programs cannot be very effective, and SCCAP is definitely hampered by lack of time.

'Work like SCCAP's should always be student initiated, but it still needs a lot more initiative. Like in any volunteer organization, there is always more to do than there are people and time to do it.'

WEIGENSTEIN



For most women who graduate from college with a bachelors degree in history, career opportunities are usually limited to teaching nine and ten-year-olds a few facts about George Washington. For Jane Weigenstein, however, such limitations do not exist. Graduating summa cum laude, and from the honors program, Jane received offers of fellowships from Stanford, Duke, North Carolina, Cornell, and the University of Indiana. She finally accepted a four year package at Indiana, where she will specialize in modern European history; she hopes to teach at the university level. When informed that she would be among those covered in this section of the 1972 Redwood, she replied with her famous, if unpredictable, wit: 'This is a dubious honor.'



SHEEHY

Having spent his junior year studying in France, Phil Sheehy was more than delighted to learn that he had earned a Fulbright Fellowship Teaching Assistantship to teach English to French school children for a year. A history major who hopes to attend graduate school and study French history after his year in Paris, Phil was one of the founders of the Santa Clara Research Institute, a tutor for french students, and a member of Friends Phone while he was at Santa Clara.



LANEY

'People's attitude here is typical -- they just don't care enough; and they probably won't care enough until a disaster strikes. But this school does have a lot of potential if you take the opportunity.' Thus ecology organizer Lynne Laney expressed her hopes and fears about Santa Clara. Her fear that Santa Clara students were ignoring the deterioration of the environment moved Lynne to organize an Ecology Action group as part of SCCAP. Through hikes to Big Basin, a litter cleanup of Angel Island, the establishment of a recycling center, hosting speakers such as Paul Erlich, and work for the County Park Initiative and the Coastal Protection Initiative, she worked to make students aware of the danger, and to provide opportunities to improve our environment. Lynne discovered what she hopes will be her true vocation late in her senior year when she worked for a week at a blind children's camp -- she intends to teach art to the blind and partially sighted. 'I was so excited when the idea came to me. That's one of the great things about this place, that you have the chance to find out and experience these things because of all the great people there are. But you have to look and then be lucky enough to find the right ones.'



LABOZETTA

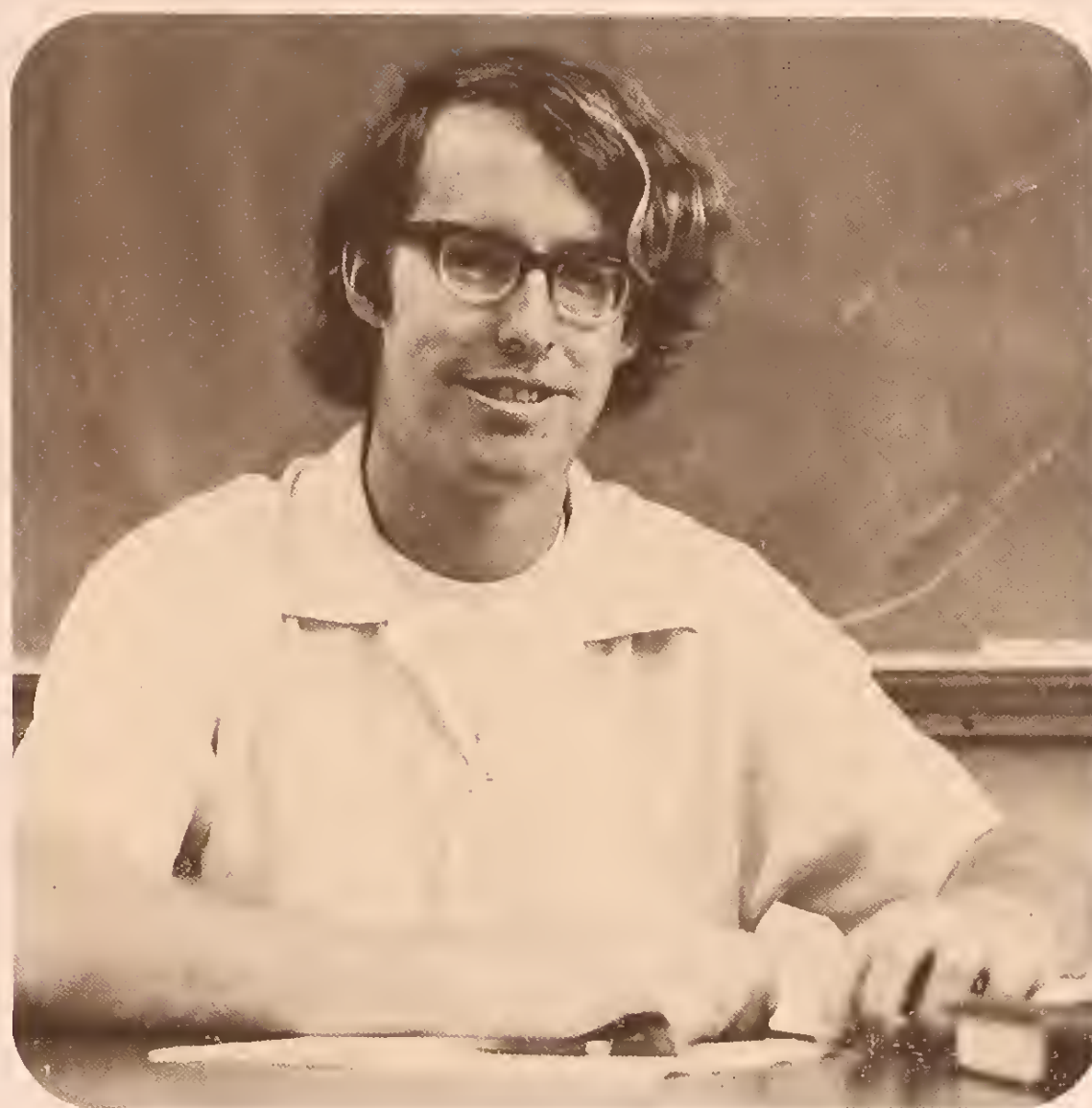
The classic case of the ubiquitous volunteer, Jeanne Labozetta managed during her four years to be a Resident Assistant and a Head Resident Assistant for two years, an ASUSC officer, a sophomore class officer, a SCCAP tutor, a member of her dorm council for two years, a Project 50 counselor, an orientator, a reporter for the Santa Clara, and a powderpuff football player for four years. 'I've really seen Santa Clara grow, it's going in a good direction. But it would go a lot further if people would quit their passivity; they need to become more involved. To further her 'getting involved' Jeanne planned to spend a year after graduation teaching on an Indian reservation with the Jesuit Volunteer Corps, then go back to school to study occupational therapy.

Termed by Ethnic studies director Cy Edwards as 'a very unselfish person who is always contributing to the campus community,' Harold Gray spent much of his time at Santa Clara 'attempting to enlighten the people here about the ethnic experiences of peoples of color.' As part of that effort, he helped organize the 1972 Ethnic Film series. He also acted as chairman of the campus committee to Free Angela, and as President of the Black Students Union he worked to make the administration aware of the needs and hopes of the black students at Santa Clara, and to help black students in all parts of the community through the BSU tutoring program.



GRAY

JOHNSTON



A keen interest in mathematics guided the academic career of Elgin Johnston, and also provided the basis for numerous extracurricular activities. While at Santa Clara, he was President of Pi Mu epsilon, he taught at several local high schools as a visiting lecturer, he was a member of the student advisory committee to the Department of Mathematics, and he participated in every part of the intramural program, from basketball to baseball and volleyball. His achievements while at Santa Clara led to a teaching assistantship from the University of Illinois at Urbana, where he will do graduate work in math.

Carolyn Silberman was one of the first Santa Clara students to take advantage of the new General Humanities major, a program begun only during her senior year. Combining her love of ballet with a concern for the physically handicapped, she decided to pursue a career of working as a physical therapist using dance as the method of therapy. She designed her academic program so that she learned both the workings of the human body, and the special way in which dance therapy can help the physically handicapped. While at Santa Clara, she danced with the Santa Clara Ballet Ensemble, and appeared twice in the moving dance-sermon 'Symphony of the Psalms.'



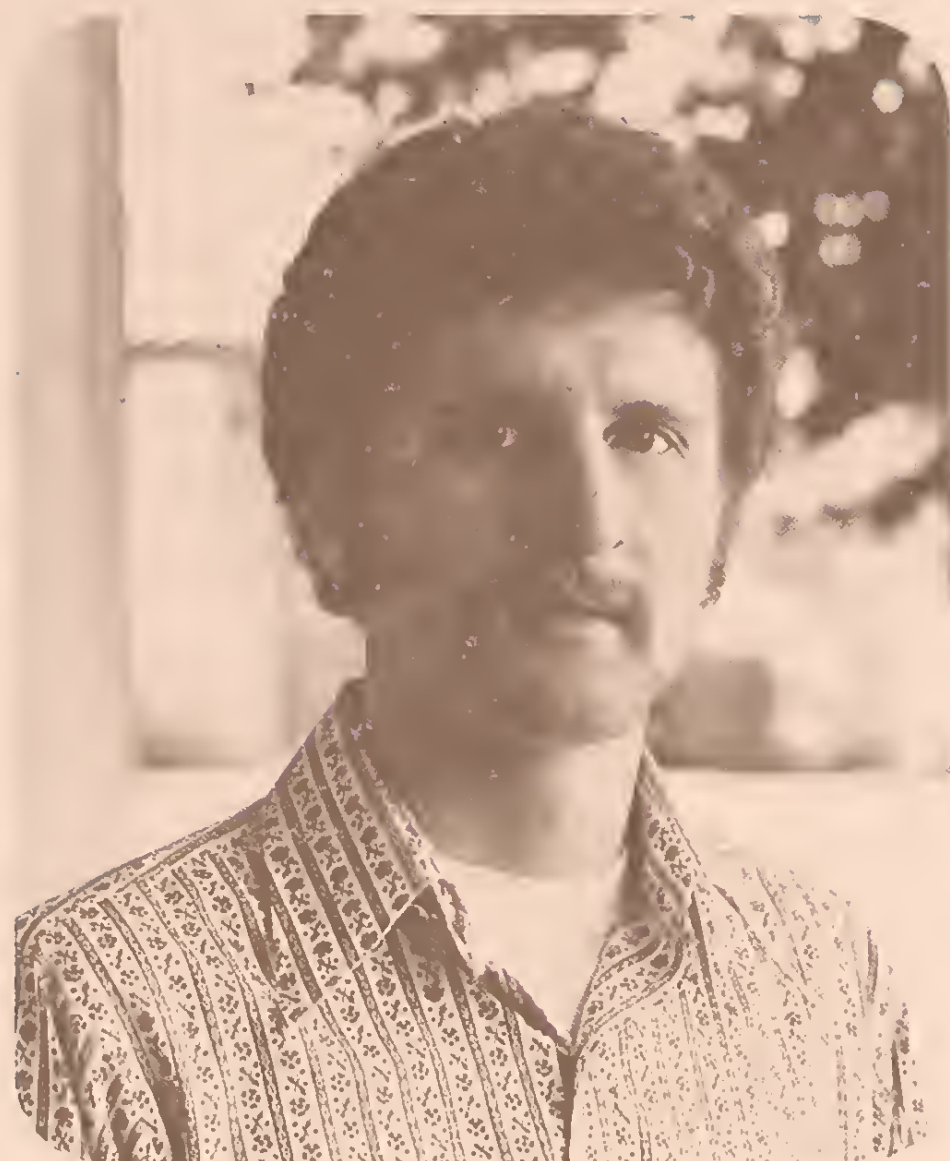
SILBERMAN

ESTRAMERA



Working with and for the Chicano community at Santa Clara and the surrounding San Jose Area, Antonio Estramera attempted to help eliminate the problems and prejudices that Chicanos face in a society dominated by Anglo Americans. Prime among his efforts was his work as an organizer of The Community Alert Patrol, a group of private citizens that attempts to monitor the action of law enforcement officials, especially actions directly involving minority peoples. He also worked in El Frente, and was a tutor in the El Frente program that provided this necessary extra help for chicano high school students. When Al McGovern, the Special Assistant to the Vice President for Student Services, resigned during spring quarter, Antonio was one of a quintet of students who were appointed to temporarily fill his position.

GERMANO



'I think Santa Clara is really more of a college than a university; there just aren't enough students from different cultures for it to really be a university. It needs more black and brown students, it needs more students from different backgrounds.' So John Germano summed up his misgivings about Santa Clara. President of the campus chapter of the American Society of Mechanical Engineers, and ASUSC senator for two years, and the first ombudsman at Santa Clara, John was able to meet many of the people who make up the university. His involvement, in fact, produced his best impressions of the school, 'you can often learn a lot more in those activities than in a lot of academic stuff.' His two years in the senate helped John realize 'why national politics is such a mess,' and he encourages active involvement as a valuable part of education. 'You really learn a lot about people.'

LUTZWEIT



An Honor Scholar in every sense of the term, Timothy Lutzweit was one of only eight students to graduate summa cum laude in 1972. An English major, Tim was freed from the ordinary university and college requirements by virtue of his being an Honor's Scholar. He began upper division work as a sophomore and completed nearly all the upper division course in the English Department. Dr. Francis X. Duggan, professor of English and acting director of the Honor's Program termed Tim 'an extraordinary student -- the best to have majored in English in the past ten years.'



'any solutions to the problems facing us today lie within that 'system' we have previously found so burdensome, unethical, and often, so undemocratic.'

excerpts from the commencement address

Today, as members of the graduating class of the University of Santa Clara, we have become victims of the American mythology that for the past 18 years has told us: 'Do well in school -- become well educated -- and you will be successful.' In point of fact, as graduates we now find too often that our education is incomplete. That having done well academically does not necessarily allow us to pursue the career of our choice -- and that the success formerly guaranteed by a college degree has become ephemeral.

The mood of disillusionment fostered by such a reality raises the ultimate question of -- 'What is the value of a college education?' Obviously, if it is to prepare college graduates to fit into convenient social niches, then college education today must be considered worthless.

If, however, we can divorce the modern day concept of a university as being a preparation ground for middle class success, from the original concept of a university as being that 'place where learning stirs the imagination to search for the truth' -- then the value of a college education becomes apparent.

Considering Santa Clara University in the traditional sense, as being an educational center that serves to guide us toward truth -- I find it to have been of great value. In four years here, we have experienced friendship; in the sense of Santayana we 'have been a brotherhood with a ready enthusiasm for every good or bad project with contagious good humor.' At times we have been able to overcome the divisive influences of personality, race, and stereotype to establish the type of Christian community Father Nobili sought. The past four years have also borne witness to the delegation of considerable responsibility to Santa Clara students -- individually we have been given greater control over our education, collectively we have been given a political instrument that has a direct influence on administration policymaking.

If one can believe with Yeats that 'the

revolution isn't for old men' -- then the burden for resolving the problems facing America today falls on the generation currently graduating from college. Irony is contained within such a notion because for the past couple of years the collegiate mood has been variously characterized as 'indecisive, apathetic, and lacking in leadership.'

Such a mood has prevailed because we have rebelled against the so-called system -- because we have rallied for massive change many have called 'too liberal, irresponsible, and anti-American.' In not attaining rapid change, we have fallen back -- we have sunk into frustration.

We have learned much from our idealism, however. We have seen that the next American revolution will not be violent; that violence is a debased language which alienates many more than it attracts; that a bomb -- for example -- is a specific method of destruction, yet, its meaning is as scattered as its debris.

As we have matured, we have also seen that any solutions to the problems facing us today lie within that 'system' we have previously found so burdensome, unethical, and often, so undemocratic.

Individually, there are many things we can do to eradicate the problems facing us today. As Christians we can pray that the war in Vietnam comes to a conclusion because men on both sides are dying. As parents -- we may do well to remember that racism is transmitted mainly by our example. As members of the business community -- we might recall what Judas got for pursuing only silver. And as voters -- we can start learning a little more about the alternatives facing us at election time.

I have purposely refrained from defining this speech in terms of either a coming golden era or an impending age of doom. To do so in either case is to perpetrate a hoax. To discuss our problems in futuristic terms is to delay their solution. And as one presidential aspirant recently said -- 'I believe that the human personality can do amazing things in times of crisis.'

GRADUATION

EXERCISES

1972

With a brilliant sun blazing in a smog free sky, the University of Santa Clara graduated its 121st class on June 17, 1972, with more than 1300 men and women receiving baccalaureate and advanced degrees. The Most Reverend Joseph McGuken, Archbishop of San Francisco, presided over the traditional ceremonies held in the Mission Gardens, and University President Thomas D. Terry, S. J. conferred the degrees.

The guest speaker for the commencement was James Kennedy Carr, an engineer and long time public servant, who also received the coveted Peter Burnett Award for Public Service in recognition of his dedication to ecological issues. Two honorary doctorates were also awarded -- to Harold J. Toso, retiring chairman of the Board of Regents, and to Dr. Edward A. Beilharz, retiring professor of history, in gratitude for his enormous contributions to Santa Clara during his 36 years of teaching at the university.

The Nobili Medal for the outstanding male graduate was awarded to Bruce Labadie, in recognition of his work as ASUSC Social Vice president, while the Saint Clare Medal for the outstanding female graduate was presented to Jeanne Huber for her work on the Santa Clara and as the founder and first editor of the magazine 'Lines and Spaces.' History major Bob McGuinness was chosen by the senior class to speak for them at the ceremonies.



DR. EDWIN BEILHARZ



james
CARR



bob
MCGUINNESS



the PATRONS

Mr. and Mrs. Nicholas J. Ali
Mrs. Frederick W. Andrews Jr.
Mr. and Mrs. Vence M. Bielawski
Mrs. Laura Bigotti
Mr. and Mrs. Philip K. Boyle
Mr. and Mrs. F. A. Brownell
Burke Construction Co.
Mr. and Mrs. James J. Byrne
Dr. and Mrs. Savin D. Calabrese
Sal T. Campisi
Mr. and Mrs. John Cassanego
Drs. Dorothy and Stephen Chess
Mr. and Mrs. S. M. Chipp
Mr. and Mrs. Robert M. Clark
Mr. and Mrs. E. S. Collins
Mr. and Mrs. Guilford G. H. Congdon
Mr. and Mrs. Robert J. Cousins
Mr. and Mrs. Wayne Crosby
Mr. and Mrs. Phil Dadant
Mr. and Mrs. James R. Davis
Mr. and Mrs. Al DeMaestri
Mr. and Mrs. John D. Di Vittorio
Mr. and Mrs. Paul E. Dolan Jr.
Richard and Dorothy Eagen
Mr. and Mrs. Blake Eckerson
Dr. T. N. Engdahl
Colonel and Mrs. F. I. Fenton Jr., USMC (Ret.)
W. G. Fienup
Rockie E. Gamber
Mr. and Mrs. John F. Ganahl

Mr. and Mrs. James A. Giovacchini
Mr. and Mrs. Fred Griffith
Julian and Julia Hopkins
Mr. and Mrs. John G. Howard
Mr. and Mrs. Robert Hutton
Kenneth E. James
Dr. and Mrs. Robert F. Kelly
Virginia Keller
Mr. and Mrs. James Kourafas
Mr. and Mrs. Edward J. Kraus
Mr. and Mrs. Emile Labadie Jr.
Mr. and Mrs. C. A. Lenzen
Mr. and Mrs. Fred M. Lombardi
Dr. and Mrs. W. P. Long
Mr. and Mrs. John W. McCarty
Mr. and Mrs. Samuel B. McCullagh Sr.
Judge and Mrs. Wm. J. McGuinness
Mr. and Mrs. Daniel McGilloway
Mr. and Mrs. Robert E. McKemy
Mr. and Mrs. William J. McLaughlin
Mr. and Mrs. F. P. McPartland
Mr. and Mrs. R. J. McPeak
Mr. and Mrs. Gale R. McTavish
Mrs. Neil MacDonald
Mr. and Mrs. James H. McNair
Marie and Dick Maddox
Col. (Ret.) Louis J. Maricle
Mr. and Mrs. W. S. Melahn
Mr. and Mrs. R. L. Mindling
Dr. and Mrs. Jay Moorhead

Marshall F. Moran Sr. '48
Mr. and Mrs. William F. Morrow
Mr. and Mrs. Robert Moss
Mr. and Mrs. G. A. Moddox
Mr. and Mrs. G. A. Moudry
Mr. and Mrs. James L. Nicholson Jr.
James L. Penick
Mr. and Mrs. Arthur P. Quint
Mr. and Mrs. Charles J. Rausch Sr.
Lloyd Rockdale
Mr. and Mrs. Albert Rossi
Richard A. Russell
Mr. and Mrs. Deno Sani
Deborah De Santis
Mr. and Mrs. Albert J. Sapone
Mrs. Pio C. Scalmanini
Ralph F. Schlagenhaft
Mrs. Eileen Selmi
Mr. and Mrs. Elliot D. Sherman
Frank J. Smith
Mr. and Mrs. Frank A. Soares
Mr. and Mrs. John A. Storch
Mr. and Donald Tepe
John J. Terril
Betty and A. A. Torta
Mr. and Mrs. Paul Tramz
Mr. and Mrs. Victor Unrein
Brig. Gen. R. R. VanStockum
Mr. and Mrs. Philip L. Wilson Jr.
John W. Yandell

PLATEAU 7

san jose



PEOPLE AT SANTA CLARA





PEOPLE AT SANTA CLARA:
SENIORS & UNDERCLASSMEN
FACULTY & ADMINISTRATORS



Deck



Barker



Nathan



Sweeney



Pfeiffer



Sheehan



Duffy



McCormick



Fox

CHEMISTRY & PHYSICS

CHEMISTRY



Jenny Chow
Barbara Heinrich
Judith Lyding
James Rogers
Edward Seymour
Don Zacharias

PHYSICS



William Eagen
Mark Henesian
Terren Niedrauer
Jon Sherburne

Chemistry Graduates Not Pictured: Don Beresini, Robert Burns, Michael Oswanski, Peter Reck.

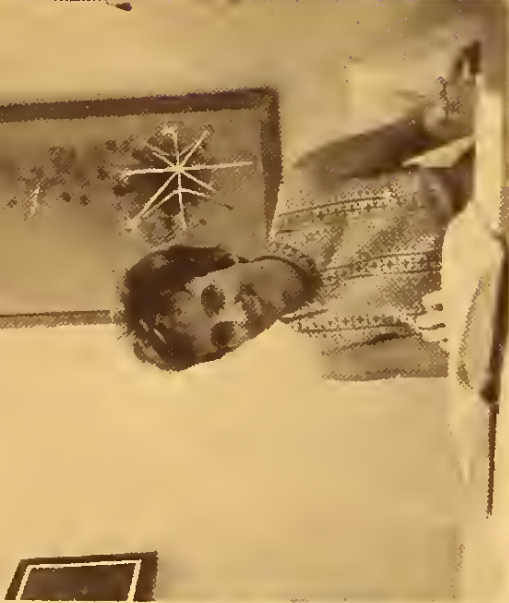
Physics Graduates Not Pictured: Kenneth Bowles, Jerry Pecharich, Gary Seavey.



Logothetti



Peder



Sussman



Chamberlain



Kelly



Ritchie



De Bouvere



MATH

MATH



Dave Arata
Gail Bennett
Daniel Calcagno
Rudy Casciato
Francis Fenton
Roman Gilluly



Elgin Johnston
Paul Lilly
Peter Lyons
Robert Mullis
Michael Penick
Michael Piccardo



Paul Practico
Philip Sanfilippo
Peggy Schwander
Marilyn Stelzner
Robert Suarez
Kathleen Viery

Graduates Not Pictured: Rostom Aintablian, Thomas Heim, Charles Justus,
Mary McPeak, Deborah Runciman, Brian Swimme, Jesus Varela.

BIOLOGY



BIOLOGY

Gary Anderson
Charles Antonini
Thomas Au
Ann Barbieri
Don Beresini



Carol Bosch
Brian Cass
David Cavagnaro
Margaret Chan
Stephanie Chess



Marsha Cheung
Joseph Cirone
Richard Contro
Daniel Dorsa
Jeanne English



Costantino Gallo
Frederic Gernandt
Michael Grady
Carl Hanson
Patricia Hearne



Not Pictured:
 Sandra Augustine
 Kenneth Battaglia
 Gary Boggo
 Craig Fetz
 James Hare
 Anna Likos
 Fred Mulligan
 Claudia Points
 Milton Righetti
 Kathleen Ryan
 Anne Schlagenhaft

Francis Hoydic
 Kenneth James
 Charles Keller
 Michael Kennedy



Linda McAlister
 Gary Moorhead
 Fred Mulligan
 Grace Nola



Michael O'Neil
 John Pagani
 Ronald Pang
 Ronald Sani



Denise Taylor
 Daniel Unrein
 Ronald Van Stockum



ECONOMICS



Patrick Bolger
Michael Cassanego
Mary Cobb
George Eadington



Dana Filippi
Stephen George
Harold Gray
Kathleen Habing



Cheryl Haller
Bernard Hectot
James Hopkins
Larry Horan



Eric Kolhede
James Lambert
Thomas Leahy
Kendall Lee

Not Pictured:
Robert Bernard
James Donovan
Michael Girard
Charles Hollis
John O'Hara
James Schmidt
Brian Tyrell



Andy McLaughlin
Michael McPartland
Stephen MacTavish



Thomas Parizo
Joseph Peterson
Kathleen Ragno



Martin Regalia
Charles Sallant
John Schroeder



Carol Tezak
Peter Turner
James Wilson

ECONOMICS



Belotti



Long



Block



Demmer



Looney



Dick



Heineke



Looney



Whalen



Donnelly



Coz

PSYCHOLOGY

Kenneth Barnes
Mary Bullene
Robert Collins
Jane Cusenza
Peter Deck
Pauline Florence

Gary Ginocchio
Barbara Granieri
George Greeley
Linell Janowicz
Lawrence Keeno
Nancy Kramer

Ann Lightbody
Christopher Melahn
Jocelyn Pereira
Diane Petroni
Margarita Ramirez
Dan Ratelle

Linda Rawson
Arely Sanchez
Martin Spring
Alfred Trigueiro
Carol Van Vranken



PSYCHOLOGY



POLITICAL SCIENCE

Thomas Anderson
David Costa
John Fanucchi
Gregory Harrington
Gregory Hughes
Michael Kearns



Paul Kozlow
Michael Moran
Michael O'Rourke
Ronald Palmeri
Charles Rausch
Kenneth Savino



Paul Schmidt
Richard Toohey
John Wagstaffe
Gary Zilaff



Not Pictured: Chris Barcellos, David Berardinelli, C. Brooks, John Combo, Joan Cook, Randall Creeche, Dean Duryea, Franklin Elia, Jimmy Enau, David Finnegan, Katherine Foley, Patricia Gilmore, Richard Griffoul, Paul Gullion, Madeline Hickey, Donald Jensen, Mark Laubach, Michael Lynch, Thomas Merson, Michael Moore, Charles McDermott, Bill McLaughlin, Arthur Neito, Russell Reamer, Richard Reilley, Roger Salz, Susan Sullivan, Richard Troedson, Paul Ventura, Sharon Waters.

POLITICAL SCIENCE



Hamlett



McCoy



Kronick



Roberts



Jurika



Turner

Graduates Not Pictured: Mary Bigelow, Marcia Castor, Richard Combs, Mary Ann
 Crowley, Emil DeSmet, Eileen Donovan, Christine Farrell, Margaret Fitzpatrick,
 Janice Gambler, Harold Gray, Raymond Hattisburg, Donald Hart, Elizabeth Hawes,
 Richard Hutchinson, Gretchen Illig, Bruce Labadie, Michael Lombardo, Elaine
 Mitchell, Kevin McCarver, Ann McLoughlin, Alfredo Morales, Marilyn Perry, Linda
 Rossi, William Shadish, Jacqueline Twomey, Joe Vasquez, John Yalon.



Susan Bush
 John Crowley
 Kathleen Epes
 Christine Firth
 Michael Kourafas
 Sheila Kraus



Jeanne Labozetta
 Jennifer Lewis
 Pamela Loyst
 Richard Lynch
 Alayne Malkin
 Marrae Martin



John Marzolino
 Carl Mindling
 Catherine Nulty
 Mary Regas
 Louis Rittenhouse



SOCIOLOGY &



Anne Andrade
 Richard Andrews
 Craig Borba
 Angela Bunting
 Donna Burke
 Mary Campi

Sue Coleman
 Edward Connini
 Richard Connors
 Juana Dolim
 Margaret Dwyer
 Jeannie Ellis

Mary Lu Ferrara
 Michael Fiamingo
 Ann Louise Ford
 Beverly Freitas
 Daniel Gelineau
 Richard Goethals

Victor Hester
Katherine Karcher
Susan Lautze
Mary McManus
Alison McGhee



Anne Meihaus
Marshall Moran
William Murphy
Linda Rossi
Timothy Ryan



Denise Santi
Frank Schiro
Carolyn Silberman
Anne Storch
Betty Venturino



Social Science Majors Not Pictured: Karen Aid, Barbara Anderson, Anita Bishop, Jane Christy, Carol Cook, Barbara Gaffney, Paul Hanley, Timothy Hayes, Kendra Hunt, Karen Johnson, Derek Johnson, Kathy Knight, John Komi, Richard Korkel, Thomas MacManus, Kathryn MacNair, James Mallamace, Rex Menuz, Karen Peterson, Joe Pupo, Christine Quilici, Stephanie Snyder, William Snyder, Guilio Stambrini, Patrick Standifer, Mark Warrington.

SOCIAL SCIENCE MAJORS

SOCILOGY



Lehr



Krassowski



Kruse



Kruse



Kruse



De Martini



Verden



Wagner



Vari



Biondi



De La Guardia



LoCoco



Rematore



Orenczuk



Glenn

ITALIAN & SPANISH

spanish



Raymond Barajas
Mary Clarkin
Christine Clegg
Lucille Gomez
Nancy Hubner



Kathleen Hull
Carol Lopes
Barbara Pagel
Jane Sidenfaden



Not Pictured:
Rory Cantando
Tom Cooper
Gregory Farrell
Regina Mahan

italian

Anna Speno



Breidenbach



Dawson



Van Den Berghe



Seely



Auerbach



Orlando



Hobson



Belval

FRENCH & GERMAN

french



Michele Boyle
Sydney Brown
Madeline Calabrese
Pamela Dadant
Theresa Detchemendy



Marie McCarty
Caryn McEachran
Mary Peters
Vi-Ella Wilson

Not Pictured:
Frank Colosimo
Michele Helmar
Francine Smith
Marilee Stevens



Dolores Apton
Judith Cloherty
Kevin Lenzen
Richard Naughton

Not Pictured:
Trudy Thompson

german



Duggan



Ryn



Stanger



Meyer



de Araujo



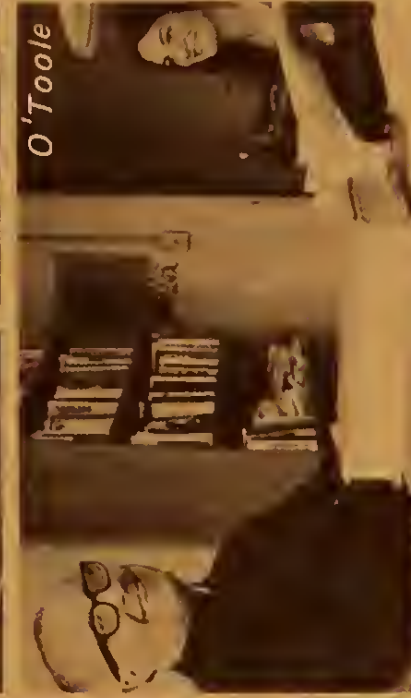
Schmidt



D'Pippo



Nico



O'Toole



Butner



Tollini



Long



Tiens



Sullyold



Levestro



Rewak



Degnan



Gross



Subbiondo



Garvin

ENGLISH

english



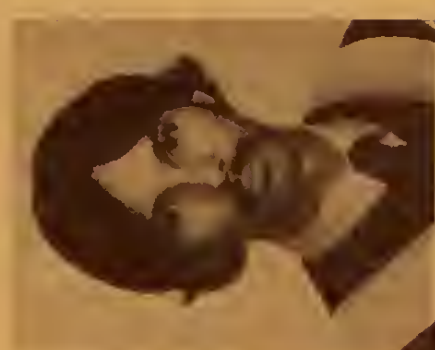
Rosemary Arca
Susan Banducci
Michele Barsanti
John Bonnici
Brian Byrnes
Julienne Chailaux



Jeffrey Clark
Kerry Daly
Virginia Daoust
James Dekker
Diane De Santis
Nancy Fahrner



Art Gallegos
Catherine Giammona
Philip Grosse
Robert Hutton
Tom Kelly
Victoria Kirkish



Katie Lane
Lynne Laney
Camille Loper
Patricia Maughan
Stanley Medley
Katherine Murphy

Judith Oberhausen
 Mary Oliva
 Gary Pohlson
 Janet Rinauro
 Diana Sanchez

Regina Scalmanini
 Ellen Scarr
 Kayte Sherman
 Maureen Smyth
 Cindy Snyder

Judith Springer
 Sandra Stewart
 Kevin Terry
 Jack Weeks
 Maureen Wesley

Patricia Wright
 Lynne Yates



Not Pictured:
 Frederick Ahboltin
 James Canning
 Barbara Carroll
 Barbara Cecil
 Susan Giavia
 Cathleen Harris
 Randall Kinavey
 Richard Konrad
 Timothy Lutzweit
 Ronald McCamy
 Michael Phelan
 Mary Reynolds
 Richard Robinson
 James Rowe
 Daniel Sapone
 Marilee Stevens
 Emily Stone
 Mark Vitale
 Mary Anne Witrykus
 Margaret Woodard

history



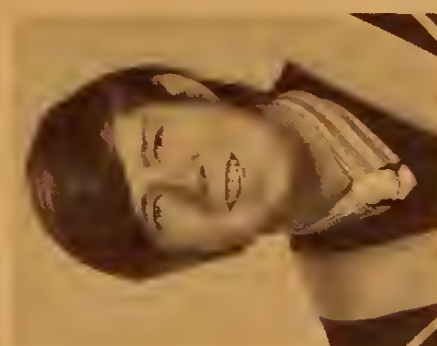
Frederick Ali
Joyce Anderson
James Atlas
William Battaglia
Laura Binkowski
Thomas Brown



Anne Burke
Mary Cavanagh
Teresa Cousins
Randall Creech
Kathryn Elms
Michael Franklin



Gilmore Gallagher
Mary Ganahl
Jim Honig
David Huard
John Hughes
Chester Hutchinson



Marcia Ingraham
Nancy Johns
Michael Keller
Kathleen Kelly
Arthur Kirts
John Krouse



Kathleen Lautze
Margaret Lautze
Rachel Leon
Dennis Loney
Mary Long
John Lucini



Nancy Lueder
Michael MacLellan
Mary Ann McAllister
Robert McGuiness
Christine McKannay
Julie McKemy



Ann McLoughlin
Teresa Morrow
Janet Murphy
Francis Nageotte
Terry Pfeiffer
David Samuelson



Christine Schmuck
Daniel Selmi
Judith Serafine
Alexander Simas
John Stack
Robert Steiner



HISTORY



Gather



Giacomini



Mossy



Beilharz



Gurney



Flood



Meier



Merwin



Keefe



James Taft
Kappy Tobin
Carol Anne Torta
Alicia Turner
Michele Ungaro
Ben Royal



Brigid Walwyn
Jane Wiegstein
Gail Willis
John Yandell
Stevanie Yarak



RELIGIOUS STUDIES



Mackin



McAuliffe



Le Maire



Wright



McLean



Germann



Dugan



Grassi



Petale-mato



Sweeters



philosophy



Patricia Black
Mike Brockway
Martina Nicholson
James Provenza



Narciso Sanchez-Medio
Melvin Stagnaro
Denise Traficanto
John Warburton



Not Pictured:
Nelson Brooks
Martha Carr
George DeVillar
Barbara Furey
Paula Hunter
Frederic Orlando

Not Pictured:
Sally Tanner
Michelle Vizzaro



Celeste Fritchle
Stephanie Terril



religious studies

PHILOSOPHY



Felt



Manchester



Fallon



Kerr



Lyons



Kennard



Parent



Fagothey



Burgess



Denney

Not Pictured:
 John Baker
 Mary Boyle
 Barbara Furey
 Maureen Manley
 Jill Richter
 Frances Shaw

art



Kevin Byrne
 Robert Scopinich

theatre arts



Rosalind Maida
 Kathleen Shea
 Laurie Ulmen

Not Pictured:
 David Congdon
 Linda Harris
 Marya Maddox
 John Reuscher
 Patricia Walker
 Irving Wiltshire

ART & THEATRE ARTS



SEMINAR 30 TEACHERS



T sai



Kim



Cheatham



Vancura



Yen



Leidecker



Pohl



BUSINESS ADMINISTRATION



Keith Adams
Steven Allan
Fidelia Altamirano
Robert Beaudoin
George Berrettoni
John Bettencourt



Brian Burke
Ronald Cali
Joselito Campos
James Catalano
Stephen Chipp
Jeffrey Crosby



Phillip Deback
Kevin Delaney
Michael Eggers
Manuel Fong
Rosa Garcia
Edward Gibbs



Marco Gonzalez
Glenn Griffith
James Johansson
Kevin Kelly
Gregory Kolb
Kelly Luym

Not Pictured:

Fidelia Altamirano
Kenneth Ayers
Bruce Bochte
John Breznikar
Mark Brown
Andrea Bryan
Raymond Calcagno
Shirley Castillo
Louis Caviglia
Lawrence Clay
Kerry David
Ernest Devaurs
Dennis DiLaura
Paul Dolan
Michael Dowdle
Mark Duchesne
Kenneth Dugan
Chris Fernandes
John French
John Goscila
Esau Herrera
Adrian Heryford
Gerold Hooker
John Lindseth
Charles Merckel
Terence McGilloway
James O'Bannon
Martin Petersen
John Riopel
Richard Rossi
Douglas Smith
John Streeter
Cecil Taylor
Oscar Terrazag
Alan Uyematsu
Mark Woodley

William MacDonald
Gary Mancuso
Stephen McCullagh
Terrence McMahon
Richard McMillon

James O'Bannon
Carol Orlando
David Paganini
Mark Perrizo
Jim Piini

Dennis Regalado
Vic Rossi
Stephen Schneider
Paul Soares
Anthony Tebbutt

Kenneth Tepe
Steven Tramz
Bob Von Lutzow
Eugene Zanardi



ACCOUNTING



Harrell



Louie



Bohman

Michael Chalfant
John Hiappelli
Richard Huston
Terry Ireland
Walt Keller



Jerry Krause
Bud Mine
Chris Moudry
Timothy Muller
Thomas Narey

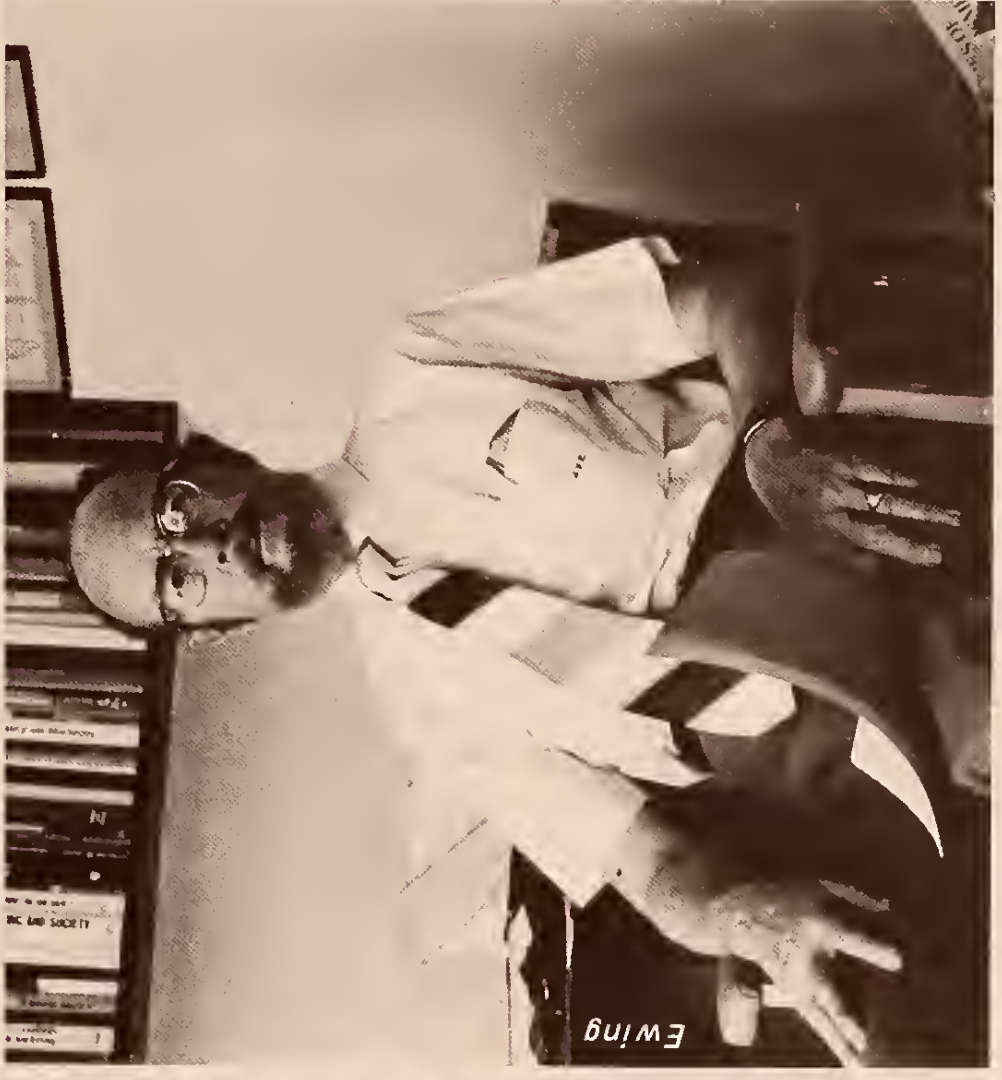


Chris Pablo
Efren Santos-Cuallon
Anthony Santucci
Mark Stevinson
Richard Worner



ACCOUNTING

FINANCE & MARKETING



*Bruce Decker
Thomas De Coursey
Russel Edell
Richard Isaacson*



*Thomas Isaacson
Anthony Lombardi
John Obermeyer
Donald Slaught er*



FINANCE



*Burton Brownell
Phil Roby*

MARKETING

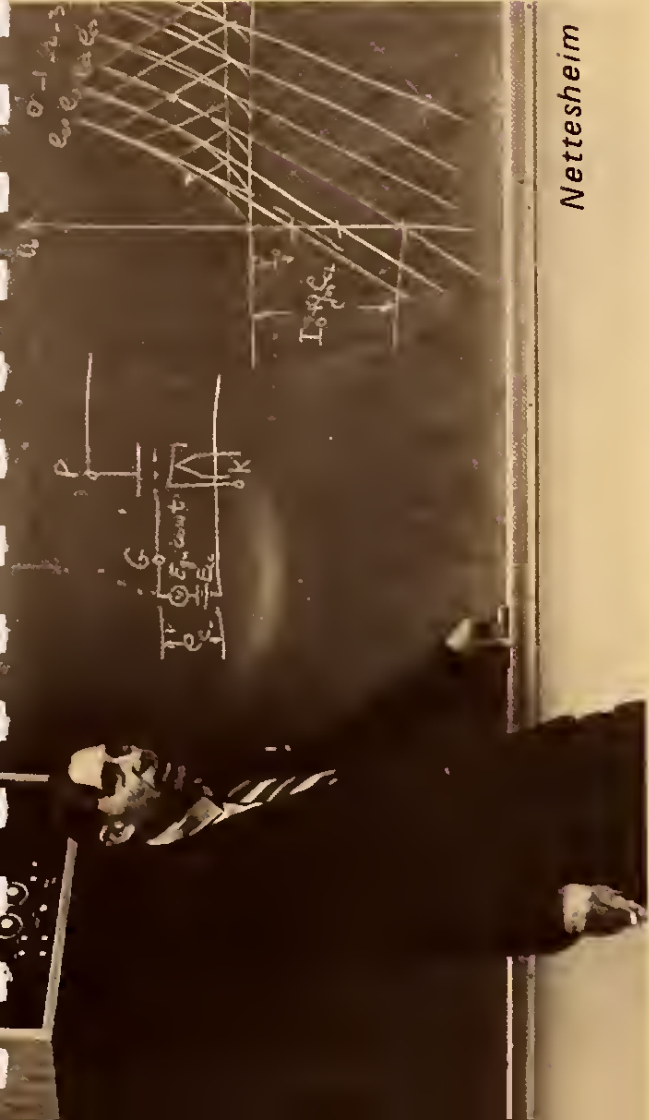
ECONOMICS



Stephan Bielawski
Karen Cuccias
Stephan DeMaestri
Timothy Moss
Paul Nettesheim
Ernest Reed



Guy Roach
Edward Rockdale
Michael Rodriguez
Cory Russel
Derry Sadler



Nettesheim



Clegg



Siljak



Yarbrough



Dunn



Healy



Chan

Electrical Engineering

ENGINEERING

ELECTRICAL



William Cartmill
Lincoln Cohen
John Divittorio
James Jensen
Steven Lapham



Steve Pavlina
Edward Ponganis
Carol Roney
Mark Sayer
Tim Smith



Michael Sproviero
Mark Van Der Haeghe
Peter Wang
Rodney Yim
Gregory Young

Graduates Not Pictured: Thomas Andrews, Lynn Cannady, William Carrico, Roger Consorti, Richard DeBlasio, Peter Halley, Edward Hutchins, Jose Magalhaes, Charles Schmelzer, Jawahar Tandon.



Tapay



Johnson



Hahne

Civil Engineering

CIVIL

Andrew Chu
Eric Golangco
Richard Haughey
Peter Huttlinger
Arthuro Iniguez
Norman Kushiya



James Loftus
Charles Lohse
Thomas Maricle
Peter Messa
Roy Nelson
John O'Brien



Luis Pons
Michael Quint
James Ringstad
Fred Santana
Sharon Sleavin
Thomas Wall





Mechanical Engineering

MECHANICAL

David Bell
Ming Cheng Li
Joe Montanez
Jerry Woods



Not Pictured: Edward Brady, John Germano, Leo Hall, Walter Keller,
Timothy Muller, David Novak, Lawrence Pagendam, Paul Riemenschneider,
Eduardo Sison.

CLASSES OF 72

Ken Barnes



David Adams
Diane Allario
Armando Alvarez
Steve Anderson
Vicenta Apostroff



Jerry Arnerich
Alan Arnone
Maureen Banchoero
Laurie Bannan
Don Barich



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Ranee Barsanti
Bernadette Bayer
William Bayze
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Philip Belhumeur
Alan Beliakoff
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Constance Brewer



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Robert Billeci
Cynthia Bjorklund
Cheryl Blanc
Ted Blackstein



Tennessee Blix
Matthew Blote
James Bocci
Karen Bohuski
Diane Bonnie



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Teresa Caserza
Debra Cash



Paul Fry



Paul



Paul



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Moir Foley

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Jeanette Garretty
Amy Gartland
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Noel Gay

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Edward Geiger
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Michele Geoffrion
Danell Germann



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Karen Gilmour
Linda Giovanzana
John Glaspy
Chip Goldeen



John Gorman
John Govi
Karen Grady
Kevin Grady
Shannon Greene



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Kathleen Gribble
Michael Griffith
Kathy Grim
Alberto Guirola



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Hope Hanafin
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Joan Healey



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Eileen Heinrich
Linda Helbush
Kirk Henesian
Patrick Hennessy



Paul fry

Paul fry





paul fry



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Jose Lopez
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Paul Lucini
Bill Ludwig
Angela Lum
Tony Lupina



Paul try



Paul try



paul fry



Curtis Lupo
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Tom Maher

James Mahoney
Jim Maleta
Michael Maifatti
Barbara Maloney

Diana Martin
Michael Mastrocola
Carol May
John McBride

Brian McCallin
Jeanne McCarrick
Patricia McCormiskey
Jim McDevitt

Marie McGinnis
Casey McGlynn
Jane McKinnon
Mary McLane

Edward McPheeters
Maryann Meersman
Barbara Melhaus
Teresa Merdes

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Christina Millar
Scott Miller
Paul Millner
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John Montani
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Blake Muriilo
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Paul Fry

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Barbara Oswald
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Carl Schulhof
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Mark Schooley

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Laura Shawnee

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Linda Shelton
Tim Shelton



Chris Melain



an cosine



Jim Sheridan
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Timothy Swift
Derek Tabone
Theresa Takken
Ronyse Templeman

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Tim Thomas
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James Turturici
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Catherine Valeriote

Bruce VanAlstyne
Frank Veilutini
Cheryl Vetterli
Pamela Vicas
Lois Vidovich
Christine Vieira

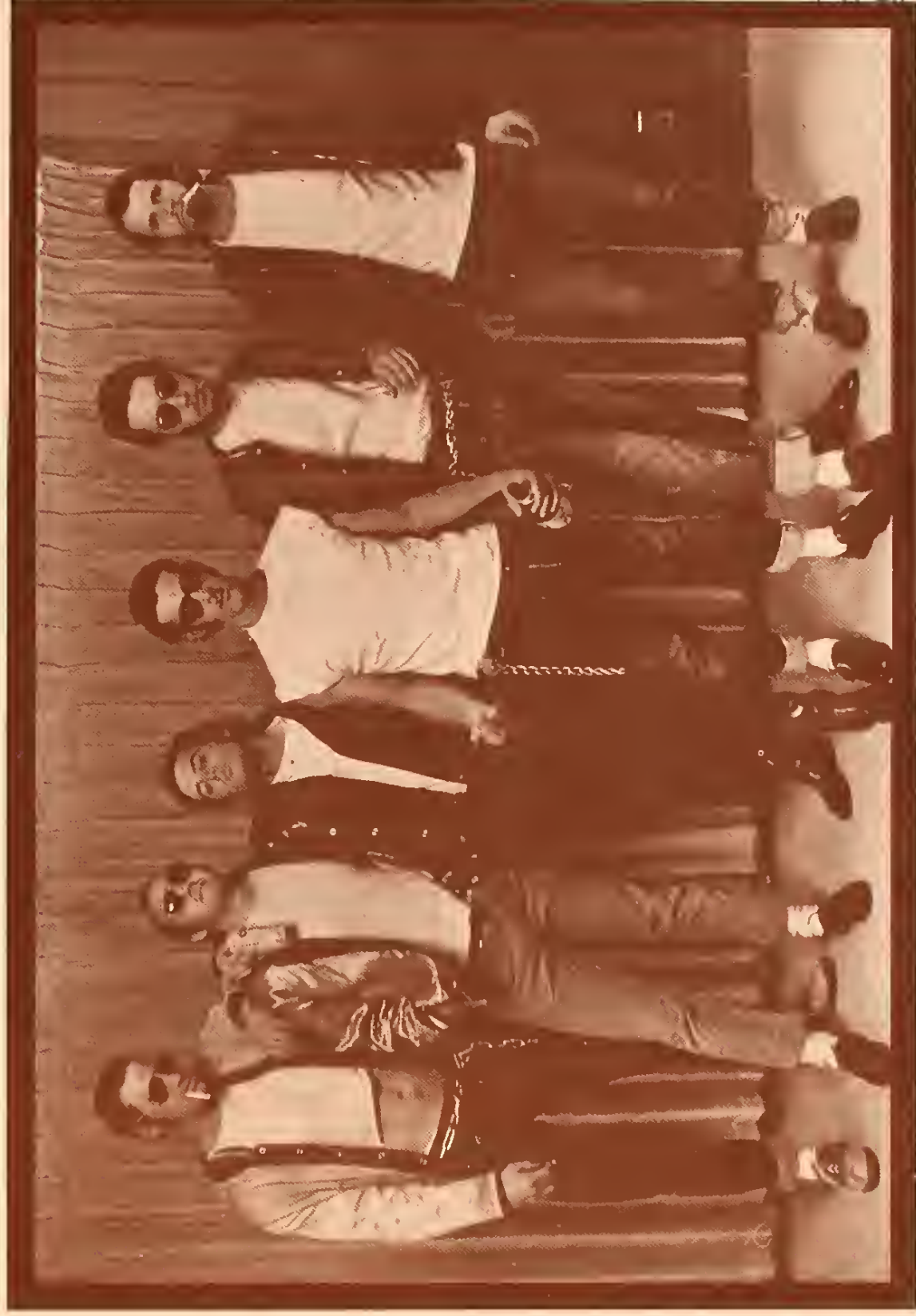
Juan Vilaseca
Marion Vincent
Victoria Vitales
Karen Vitkovich
Scott Vogel
Joan Voight

Marcia Volpe
Harriet Vreeland
Richard Vujovich
Sandra Wackerman
Susan Wackerman
Bohnie Wallace

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Michael Walsh
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Douglas Wardian
Fred Weber Jr
Cindy Weeks



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Richard Zenobio
Denis Zilaff





Paul Fry



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Ramona Armenta
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Bridget Barbara

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Barbara Beck
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Rudi Brutocao

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 Ballan Campeau
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 George Chu
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 Anne Cleary
 Christina Conrad



al cevola

Steve Cortopassi	Jim Daugherty
Kevin Courtney	Patrick Debenedetti
James Coyle	Daniel Degnan
Michael Cranna	Albert Denuzzio
Laurie Creede	Brent Dewitt
Maureen Crosby	Phil DiGirolamo
Deborah Dalis	Kathleen Doffing
Anne Dallman	Robert Dougherty
Kathleen Daly	Ann Doughty



chris melahn

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Maureen Earley
Elena Eckersdorf
Tina Elizaide
Anita Enander
Marie Faggiano
Karen Fairchild

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Donna Feci
Ernie Filice
Stephanie Flosi
Michael Flynn
Helen Foley
Joanna Fonseca
Stephanie Francis
Vivian Felix

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Stan Fujishin
Marilyn Fukushima
Roberta Garcia
Paul Giacomelli
Maureen Goulding
Kathleen Gracia
William Grotzinger
Nathalia Gulley



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a1 CEVO1A



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Rodney Heywood
Stephen Hinkel

David Hourigan
Bonnie Howard
Nancy Hubbell
Don Huff
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Marion Hughes
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Helene Husman

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Chris Kinsel
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 Mary Lou Krebsbach
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 Dixie LaGrande
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 Mark Leonardini
 Pauline Lilian
 Lynn Linkenheimer
 Arlene Liu
 Christine Looney



Paul try



Paul try

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 Danny Luk
 Dale MacDonald
 Henry Mahon
 Steve Malcoun



Jeanie Martin
 Gloria Martinez
 William Mason
 Nina Mazzo
 Linda McAtee



Mary McCormick
 Maureen McCourt
 Brian McDonald
 Joann McDonald
 Mary Ann McEwan



James McGhee
 Mike McGill
 William McInerney
 Kathryn McKeon
 Megan McKinley



Jeffrey Melahn
 Ken Mello
 James Meyer
 Michael Meyer
 Sharon Millage



chris melahn



chris melahn





paul fry



paul fry



Douglas Montgomery
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Scott Morton
Anthony Moss

Dan Mount
Mark Moy
Janice Mozirka
Elizabeth Munro

Michael Murdock
Daniel Murphy
Alison Nicholson
Meredith Nino

Patrick Nolan
Claudio Noriega
Nancy O'Drain
Peggy O'Hara

Frank Oliva
Louise Oliva
Stephen Patricio
Carl Pellegrini

Rick Pelleriti
Thomas Pennello
Janet Petty
Lynn Pierotti
Edward Pierre
Carol Poli
Karen Posner
Renaldo Primas
Brady Pringle

Anne Quartararo
Thomas Quinlan
Pamela Radovich
Brendan Raney
Kathy Re
Jeffrey Rea
Jane Rebaleati
Jerry Reedy
Chris Regalia



Judy Springer





Paul Fry



Scott Reneau
Janice Repko
Margaret Rhine
Christina Robinson
Rebecca Robles



Mary Ellen Rockdale
Pageen Rogers
Edwin Rosenblatt
Paulise Rossetti
Mary Roth



Dennis Ruffner
Phil Ruth
Joanne Sabatino
Manuel Sanchez
Christie Sandberg



Randolph Santo
Kathleen Scales
Christian Schirm
Donna Schroyer
Robert Schwalbe



Mary Sealy
Percy Serrano
Dave Silua
Ola Sires
Marie Snodgrass



Richard Solano
Bob Stempel
James Stempel
Paul Sullivan
Kevin Sweeney
Eric Tandy
Darcy Taylor
Becky Teague
Patricia Tedesco

Kathy Teichgraber
William Telfer
William Thorne
Paul Tom
Nancy Tomjack
Mary Tompkins
Linda Trevino
Terry Trucco
Naomi Tulite



SOPHOMORES



Kevin Tully
Jeff VanBrunt
Kathleen VonDerAhe
Kathy Weinheimer



Sharon Westcott
John Wilcox
Rosemary Williams
James Wilson



David Wong
Garret Wong
Trudy Woods
Cynthia Worsham



Dale Yoshihara
Matthew Zalewski
Thomas Zipse
Bruce Zissler





al cevola

Gary Ahrens
 Louise Aiello
 Julie Albrecht
 Jane Anastasi
 Scott Apel
 Bert Arico
 Charlie Babiarz III
 Allyn Barman



al cevola





al cevola



Henry Bataille
Kevin Bedolla
Vickie Belei



Janet Beresini
Nancy Bilicich
Kathryn Bishop



Paul Bossenmaier
William Bosque
Cheryl Boynton



Rickford Bradley
Carl Brodt
Cathryn Brooks



Carol Ann Brown
Gwendolyn Brown
Karen Buckley
Tom Burke
Robert Burson
Loretta Cabacungan
Carmen Callejas
Mary Camarena



Mary Carlisle
Arturo Castillo
Phil Catalano
Erlinda Caudillo
Anthony Cefalu
Alfonso Cevola
Joanne Chiesa
Marlene Chiaramonte
Dave Christenson



James Cipolla
James Cleeves
Gerald Clifford
Janis Conley
Michael Costello
Kathryn Cotariu
Barbara Crescenti
Anthony Crisafi
Marilyn Cullen



Janice Dabney
Thomas De Natale
Bob Depaoli
James Diggins
Donald Ditullio
Carlos Dominguez
Maureen Dooley
Bill Dow
Diane Druding





Richard Durando
Paul Ehresman
Donald Ehrhart
Kitty Eichinger
Frank Ennes
Linda Esparza
Michael Falasco
James Fauria
Joanna Favaro

Shirley Fedele
Barbara Ferber
Toni Filice
Bob Finocchio
Denise Flaherty
Michelle Forbes
Jaime Ford
John Fox
John Francis





al cevola

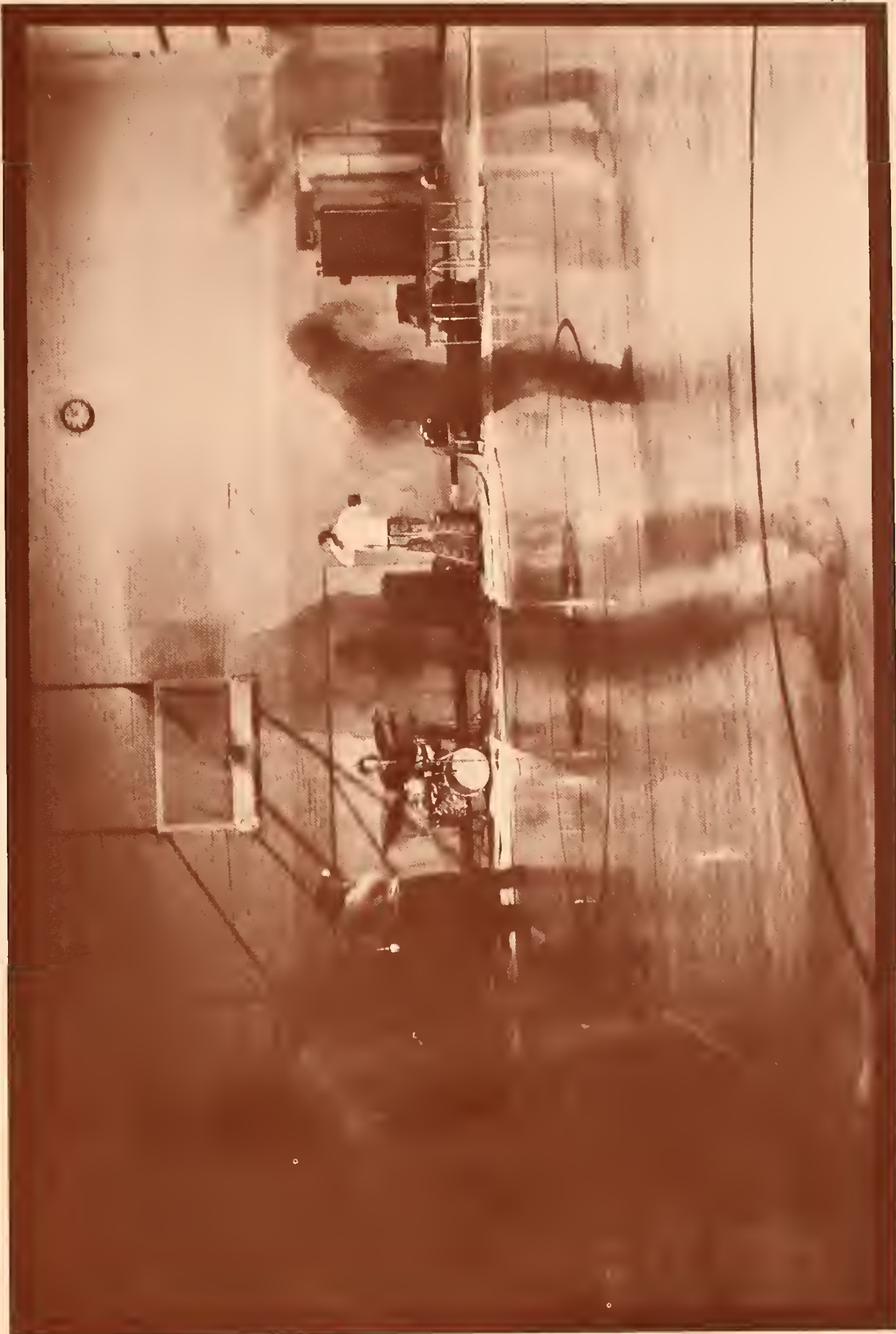


Karen Gallagher
Carol Ganz
Nickie Geannacopoulos

Robert Gilardoni
Russell Gill

Garrett Gould
Michael Goodrich
John Green

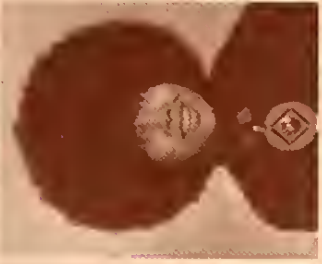
Kathy Gunkel
Edward Gutteling
Larry Hamlin



Agnes Hanlon
Steve Hannegan
Rowena Hardin
Thomas Hardison
Dennis Harter
Diane Haworth
Barbara Henshaw
Chuck Hess
Greg Hoerner



Stephen Holaday
Christine Holm
Linda Hooper
Gary Hori
Dwight Horning
Rosemarie Imazio
David Jackson
Joyce Jackson
Patrick Jameson



Hubert Jansen
Mary Lou Jauch
Lynne Jason
Michael Johnson
Karen Jorgensen
Deborah Joseph
Barbara Kane
Thomas Kearney
Jim Keogh



James Kelly
Maura Kinsella
Mary Klinge
Sharon Kniffin
Bob Kober
Madeline Koch
Thomas Koch
Michael Kohl
Teresa La Barbera

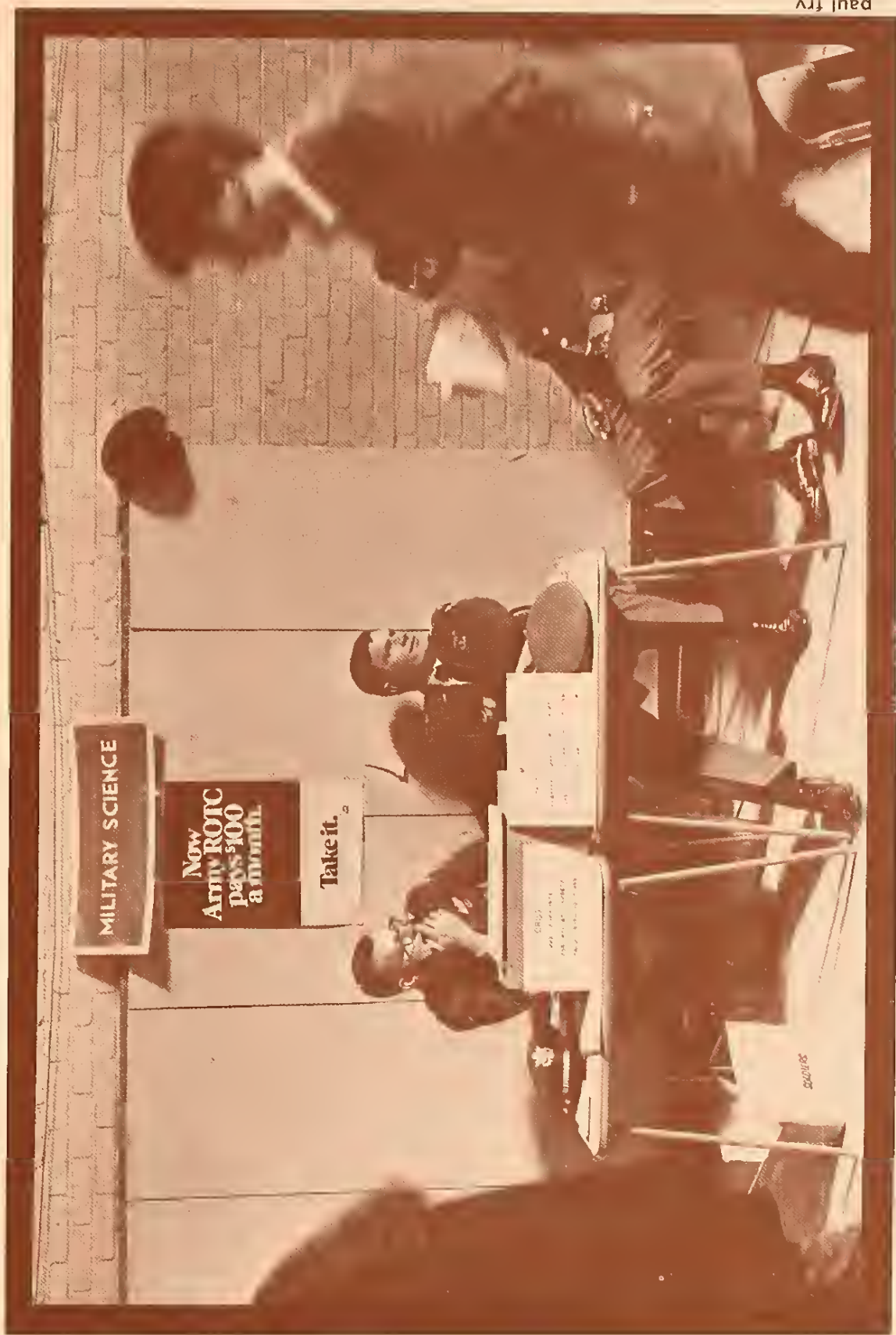




Handwritten notes on a chalkboard, organized into a grid by vertical lines. The text is written in cursive and includes various philosophical and psychological terms.

Handwritten notes in the top-left quadrant, including the word "Reason" and "Understanding".	Handwritten notes in the top-right quadrant, including the word "Reason" and "Understanding".
Handwritten notes in the bottom-left quadrant, including the word "Reason" and "Understanding".	Handwritten notes in the bottom-right quadrant, including the word "Reason" and "Understanding".

Additional handwritten notes are visible on the left side of the board, including the word "Handwritten" and "Understanding".



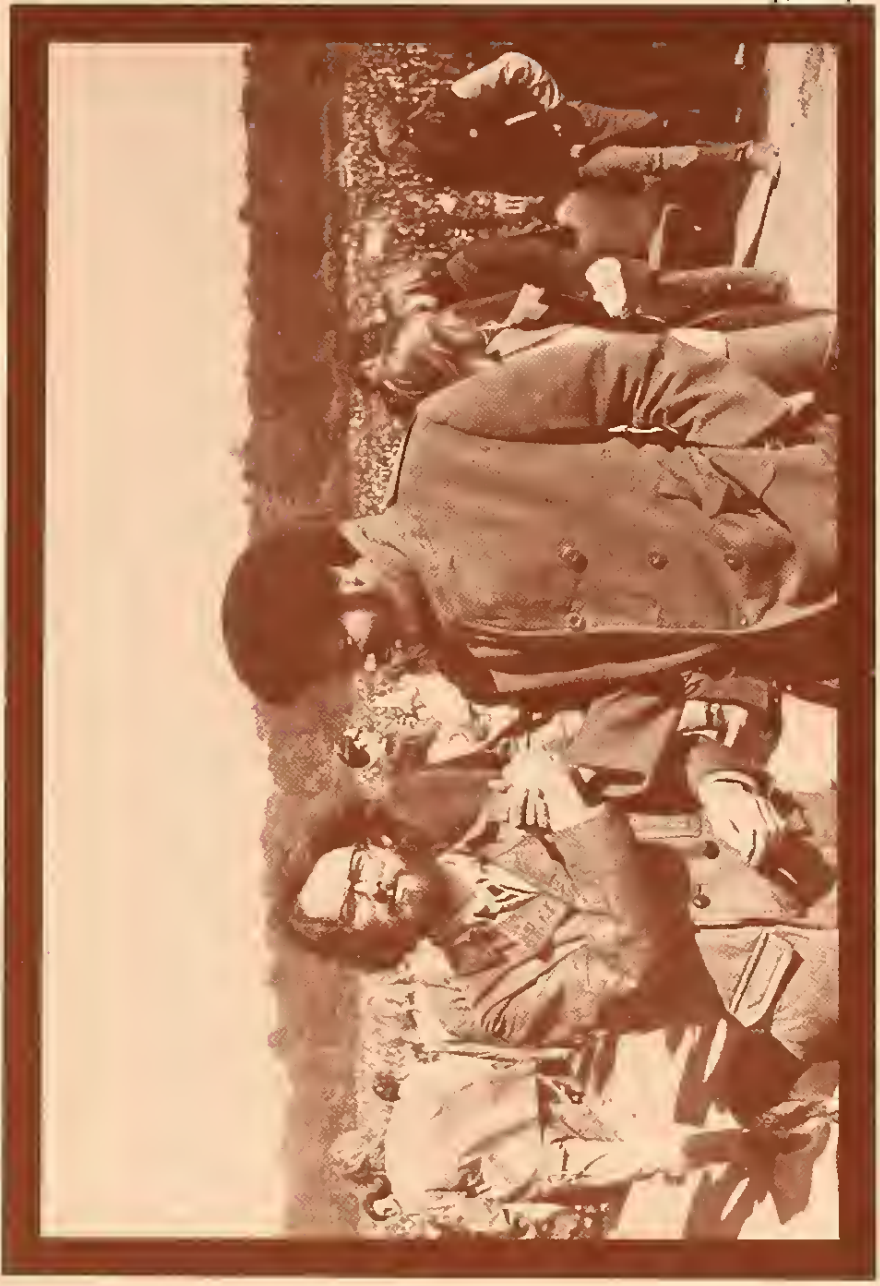
Paul Fry



Terry Oldano
Kathy Orlob
James Parrish
Marilou Parsons
Daniel Passalacqua
Greg Patricio
Pamela Perlenda
Joanne Polverino
Sam Polverino

Tom Power
Ester Quilici
Laurie Quintel
Steve Radigan
Kenneth Radigan
Linda Rafield
Cinde Ramsell
Tom Randazzo
John Reddell

John Reiser
Eric Rendler
Deborah Reynolds
Kenneth Richard
Mary Roensch
Anne Roeth
Thomas Rogers
Peter Romwall
Nancy Ronco



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Chris Rossi
Allen Rudolph

Claire Rudolf
Gregory Ruebusch
Tony Rumore

Lesley Ruso
Dean Ryland
Hamid Sajjadi

Carole Sanchez
Victoria Satake
Susan Scanlin

George Seltenreich
Patrick Sennello
Mary Seyferth
Paul Sidenblad
Steven Silvagni
Michael Sixtus
Joan Skopec
Bonnie Smith
Virginia Soletti

Michael Stephens
David Stubben
Kristie Surber
Melanie Sweeney
Craig Swenson
Robert Terrazas
Steve Thurman
Mark Tomberlin
Montie Toscano

Bruce Trela
Yolande Trevino
Sultan Tsang
Rose Tung
Robert Tupa
Edward Vargas
Frank Vescera
Brenda Vienweger
Dennis Warde



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Marguerite L. Major, News Director
Lydia Modi-Vitale, Director, DeSaisset Gallery



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Pat Cavalli, Business Office Manager
Carroll Williams, Athletics
Don Martin, Personnel



Garland White, Director of Placement
Marygrace Colby, Women's Recreation Association
Jose Debasa, Internal Auditor



Art Taylor, Director of Housing
George P. Malley, Director of Athletics
Louis I. Bannon, Assistant to the President for Alumni Association



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Kathleen Epes..... Sociology

F

Nancy Fahrner..... English
John Fanucchi..... Political Science
Francis Fenton..... Math
Mary Lu Ferrara..... Social Science
Michael Fiamingo..... Social Science
Dana Filippi..... Economics
Christine Firth..... Sociology
Pauline Florence..... Psychology
Manuel Fong..... Business Administration
Ann Louise Ford..... Social Science
Michael Franklin..... History
Beverly Freitas..... Social Science
Celeste Fritchle..... Religious Studies

G

Gilmore Gallagher..... History
Art Gallegos..... English
Costantino Gallo..... Biology
Mary Ganahl..... History
Rosa Garcia..... Business Administration
Daniel Gelineau..... Social Science
Stephen George..... Economics
Frederic Germandt..... Biology
Catherine Giammona..... English
Edward Gibbs..... Business Administration
Roman Gilluly..... Math
Gary Ginocchio..... Psychology
Richard Goethals..... Social Science
Eric Golangco..... Civil Engineering
Lucille Gomez..... Spanish
Marco Gonzalez..... Business Administration
Michael Grady..... Biology
Barbara Granieri..... Psychology
Harold Gray..... Economics
George Greeley..... Psychology
Glenn Griffith..... Business Administration
Philip Grosse..... English

H

Kathleen Habing..... Economics
Cheryl Haller..... Economics
Carl Hanson..... Biology
Gregory Harrington..... Political Science
Richard Haughey..... Civil Engineering
Patricia Hearne..... Biology
Bernard Hector..... Economics
Barbara Heinrich..... Chemistry
Mark Henesian..... Physics
Victor Hester..... Social Science
Jim Honig..... History
James Hopkins..... Economics
Larry Horan..... Economics
Francis Hoydic..... Biology
David Huard..... History
Nancy Hubner..... Spanish
Gregory Hughes..... Political Science
John Hughes..... History
Kathleen Hull..... Spanish

Peter Huttlinger..... Civil Engineering
Robert Hutton..... English
Richard Huston..... Accounting
Chester Hutchinson..... History

Marcia Ingrahm..... History
Arthuro Iniguez..... Civil Engineering
Terry Ireland..... Accounting
Richard Isaacson..... Finance
Thomas Isaacson..... Finance

J

Kenneth James..... Biology
Linell Janowicz..... Psychology
James Jensen..... Electrical Engineering
James Johansson..... Business Administration
Nancy Johns..... History
Elgin Johnston..... Math

K

Katherine Karcher..... Social Science
Michael Kearns..... Political Science
Lawrence Keeno..... Psychology
Charles Keller..... Biology
Michael Keller..... History
Walt Keller..... Accounting
Kathleen Kelly..... History
Kevin Kelly..... Business Administration
Tom Kelly..... English
Michael Kennedy..... Biology
Victoria Kirkish..... English
Arthur Kirts..... History
Gregory Kolb..... Business Administration
Eric Kolhede..... Economics
Michael Kourafas..... Sociology
Paul Kozlow..... Political Science
Nancy Kramer..... Psychology
Sheila Kraus..... Sociology
Jerry Krause..... Accounting
John Krouse..... History
Norman Kushiyaama..... Civil Engineering

L

Jeanne Labozetta..... Sociology
James Lambert..... Economics
Katie Lane..... English
Lynne Laney..... English
Steven Lapham..... Electrical Engineering
Kathleen Lautze..... History
Margaret Lautze..... History
Susan Lautze..... Social Science
Thomas Leahy..... Economics
Kendall Lee..... Economics
Kevin Lenzen..... German
Raquel Leon..... History
Jennifer Lewis..... Sociology
Ming Cheng Li..... Mechanical Engineering

Ann Lightbody Psychology
Paul Lilly Math
James Loftus Civil Engineering
Charles Lohse Civil Engineering
Anthony Lombardi Finance
Dennis Loney History
Mary Long History
Camille Loper English
Carol Lopes Spanish
Pamela Loyst Sociology
John Lucini History
Nancy Lueder History
Kelly Luyem Business Administration
Judith Lyding Chemistry
Richard Lynch Sociology
Peter Lyons Math

M

William MacDonald Business Administration
Michael MacLellan History
Rosalind Maida Theatre Arts
Alayne Malkin Sociology
Alayne Malkin Sociology
Gary Mancuso Business Administration
Thomas Maricle Civil Engineering
Marrae Martin Sociology
John Gary Marzolino Sociology
Patricia Maughan English
Linda McAlister Biology
Mary Ann McAllister History
Marie McCarty French
Stephen McCullagh Business Administration
Caryn McEachran French
Alison McGhee Social Science
Robert McGuinness History
Christine McKannay History
Julie McKerny History
Andy McLaughlin Economics
Ann McLoughlin History
Terrence McMahon Business Administration
Mary McManus Social Science
Richard McMillon Business Administration
Michael McPartland Economics
Stephen McPartavish Economics
Stanley Medley English
AnnMeihaus Social Science
Christopher Melahn Psychology
Peter Messa Civil Engineering
Carl Mindling Sociology
Bud Mine Accounting
Gary Moorhead Biology
Joe Montanez Mechanical Engineering
Marshall Moran Social Science
Michael Moran Political Science
Teresa Morrow History
Timothy Moss Economics
Chris Moudry Accounting
Timothy Muller Accounting
Fred Mulligan Biology
Robert Mullis Math
Janet Murphy History
Katherine Murphy English
William Murphy Social Science

N

Francis Nageotte History
Thomas Narey Accounting
Richard Naughton German

Roy Nelson Civil Engineering
Paul Nettesheim Economics
Martina Nicholson Philosophy
Terren Neidrauder Physics
Grace Nola Biology
Catherine Nulty Sociology

O

James O'Bannon Business Administration
Judith Oberhausen English
John Obermeyer Finance
John O'Brien Civil Engineering
Mary Oliva English
Michael O'Neil Biology
Carol Orlando Business Administration
Michael O'Rourke Political Science

PQ

Chris Pablo Accounting
John Pagani Biology
David Paganini Business Administration
Barbara Pagel Spanish
Ronald Palmeri Political Science
Ronald Pang Biology
Thomas Parizo Economics
Steve Pavlina Electrical Engineering
Michael Penick Math
Jocelyn Pereira Psychology
Mark Perrizo Business Administration
Mary Peters French
Joseph Peterson Economics
Diane Petroni Psychology
Terry Pfeiffer History
Michael Piccardo Math
Jim Piini Business Administration
Gery Pohlson English
Edward Ponganis Electrical Engineering
Luis Pons Civil Engineering
Paul Pratico Math
James Providence Philosophy
Michael Quint Civil Engineering

R

Kathleen Ragno Economics
Margarita Ramirez Psychology
Dan Ratelle Psychology
Charles Rausch Political Science
Linda Rawson Psychology
Ernest Reed Economics
Dennis Regalado Business Administration
Martin Regalia Economics
Mary Regas Sociology
Janet Rinauro English
James Ringstad Civil Engineering
Louis Rittenhouse Sociology
Guy Roach Economics
Phil Roby Marketing
Edward Rockdale Economics
Michael Rodriguez Economics
James Rogers Chemistry
Carol Roney Electrical Engineering
Linda Rossi Social Science
Vic Rossi Business Administration
Cory Russell Economics
Timothy Ryan Social Science

S

Derry Sadler Economics
Charles Saillant Economics
David Samuelson History
Arelly Sanchez PSychology
Diana Sanchez English
Narciso Sanchez-Medio Philosophy
Philip Sanfilippo Math
Ronald Sanl Biology
Fred Santana Civil Engineering
Denise Santi Social Science
Efen Santos-Cucalon Accounting
Anthony Santucci Accounting
Kenneth Savino Political Science
Mark Sayer Electrical Engineering
Regina Scalmadini English
Ellen Scarr English
Frank Schiro Social Science
Paul Schmidt Political Science
Christine Schmuck History
Stephen Schneider Business Administration
John Schroeder Economics
Peggy Schwander Math
Robert Scopinich Art
Daniel Selmi History
JUdith Serafine History
Edward Seymour Chemistry
Kathleen Shea Theatre Arts
Jon Sherburne Physics
Kayte Sherman English
Jane Sidenfaden Spanish
Carolyn Silberman Social Science
Alexander Simas History
Donald Slaughte Finance
Sharon Sleavin Civil Engineering
Tim Smith Electrical Engineering
Maureen Smyth English
Cindy Snyder English
Paul Soares Business Administration
Martin Spring Psychology
Judith Springer English
Michael Sproviero Electrical Engineering
John Stack History
Melvin Stagnaro Philosophy
Robert Steiner History
Marilyn Stelzner Math
Mark Stevinson Accounting
Sandra Stewart English
Anne Storch Social Science
Robert Suarez Math

T

James Taft History
Denise Taylor Biology
Anthony Tebbutt Business Administration
Kenneth Tepe Business Administration
Stephanie Terril Religious Studies
Kevin Terry English
Carol Tezak Economics
Kappy Tobin History
Richard Toohey Political Science
Carol Anne Torta History
Denise Traficanto Philosophy
Steven Tranz Business Administration
Alfred Trigueiro Psychology
Alicia Turner History
Peter Turner Economics

U

Laurie Ulmen Theatre Arts
Michele Ungaro History
Daniel Urein Biology

V

Mark Van Der Haeghe Electrical Engineering
Ronald Van Stockum Biology
Carol Van Vranken Psychology
Betty Venturino Social Science
Kathleen Viery Math
Bob Von Lutzow Business Administration

W

John Wagstaffe Political Science
Thomas Wall Civil Engineering
Brigid Walwyn History
Peter Wang Electrical Engineering
John Warburton Philosophy
Jack Weeks English
Maureen Wesley English
Jane Wiegstein History
Gail Willis History
James Wilson Economics
Vi-Ella Wilson French
Jerry Woods Mechanical Engineering
Richard Worner Accounting
Patricia Wright English

YZ

John Yandell History
Stevanie Yarak History
Lynne Yates English
Rodney Yim Electrical Engineering
Gregory Young Electrical Engineering
Don Zacharias Chemistry
Eugene Zanardi Business Administration

